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Canada. National Health and Welfare,  
in Dept. of.

RECREATION  
PHYSICAL EDUCATION  
AND  
SCHOOL HEALTH EDUCATION  
IN  
CANADA

557882  
26.2.53

PHYSICAL FITNESS DIVISION  
DEPARTMENT OF NATIONAL HEALTH AND WELFARE  
OTTAWA, CANADA  
August, 1952.









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RECREATION, PHYSICAL EDUCATION, AND  
SCHOOL HEALTH EDUCATION IN CANADA

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The Physical Fitness Division of the Department of National Health and Welfare makes grateful acknowledgement to the Departments, Branches and Divisions of Provincial Governments, Universities and organizations who have contributed information for this report.





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## INTRODUCTION

Prior to 1948, the Physical Fitness Division of the Department of National Health and Welfare prepared a number of brief bulletins for limited distribution, on Physical Education in Canada. In March, 1948 this material was revised with the assistance of Provincial Departments of Education, Teacher Training Institutions, and Universities offering Courses in Physical Education and/or Recreation and was issued in the form of a report entitled "Physical Education and Recreation in the Provinces of the Dominion of Canada".

In 1950, the National Council on Physical Fitness agreed that this report had served a most useful purpose, but in view of developments during the previous two years the material needed complete revision. The Physical Fitness Division accordingly communicated with the various Provincial authorities concerned requesting that revised material for inclusion be made available.

In order to ensure some similarity of treatment in the various Provincial sections a form of questionnaire was distributed. This questionnaire requested that the information should be assembled as far as possible, under the following general headings:-

### I. SCHOOLS AND COLLEGES

- A. The Elementary School.
- B. The Secondary School.
- C. Colleges and Universities (General student body).

### II. TEACHER TRAINING COURSES

- A. Provincial Normal Schools.
- B. Faculties or Colleges of Education.
- C. University Courses leading to a degree in Education which includes certification.
- D. Advanced and/or Post-Graduate training in teacher training.

### III. COURSES OFFERED IN PROFESSIONAL SCHOOLS LEADING TO DIPLOMAS AND/OR DEGREES IN HEALTH, PHYSICAL EDUCATION AND RECREATION

- A. Courses leading to degrees.
- B. Professional courses of at least one year's duration leading to certification or diplomas.
- C. Professional courses (not less than 30 class hours per subject) leading to certification and/or college credit (leaders, coaches, instructors, etc).



- IV. PROVISION MADE FOR TRAINING COMMUNITY RECREATION PERSONNEL NOT INCLUDED IN SECTIONS II AND/OR III.
- V. COMMUNITY RECREATION PROGRAMMES.
  - A. General Provincial Policy.
  - B. Programmes currently in Operation.
- VI. GRANTS IN AID - GENERAL POLICY AS IT APPLIES TO SCHOOL HEALTH EDUCATION, PHYSICAL EDUCATION AND RECREATION
- VII. POLICY, RULES AND/OR REGULATIONS REGARDING THE PROVISION OF EQUIPMENT AND FACILITIES
- VIII. PROFESSIONAL ASSOCIATIONS, CONFERENCES, ETC.
- IX. PUBLICATIONS AVAILABLE.
- X. NEW DEVELOPMENTS AND TRENDS.

To avoid misinterpretation in this report the mutually inclusive terms "Health", "Physical Education" and "Recreation" have been given the following connotations for the purposes of this report:-

School Health Education - connotes Health Education which includes Health Instruction, Healthful School living and School Health Services.

Physical Education - connotes instruction and practice in physical activities; the learning of neuromuscular skills; and the development of a vigorously strong body.

Recreation - includes two separate aspects of leisure time activities:-

- a. Recreation in the School Programme
  - i. Recess - Free Play
  - ii. Extra Curricular Activities.
- b. Community Recreation Programme.

RECREATION, PHYSICAL EDUCATION AND  
SCHOOL HEALTH EDUCATION IN CANADA

General Education in Canada

In Canada, education at the elementary and secondary school levels is entirely under the jurisdiction of the Provincial Governments. Under the terms of the British North America Act, 1867, the Federal Government is specifically excluded from the organization and administration of education at these levels in the provinces. The Act safeguards the rights of any minority groups enjoyed at the time of Confederation by preventing the passage of any legislation prejudicial to such rights.

The Federal Government assumes full responsibility and expense for the education of North American Indians, Eskimos and persons resident in the Yukon and the North West Territories. In addition, from time to time, circumstances of national importance have caused the House of Commons to pass federal legislation providing assistance to the provinces in certain specialized educational fields. In each case the federal government department which sponsored the legislation has worked through the Provincial Government departments concerned. For instance, in 1913 the Agriculture Assistance Act provided \$10,000,000 for the development of educational agricultural projects. The Federal Department of Labour administers financial grants to the Provinces on a shareable basis for various types of vocational training. The Federal Department of National Defence supports the Royal Military College and the Royal Canadian Naval College, Officers' Training Corps, Air Training Corps and University Naval Training Division in the Universities and Cadet Corps in secondary schools at their request. Federal assistance in the provision of training for new citizens is provided by the Department of Citizenship and Immigration. In 1951 a scheme for direct financial grants to the universities was inaugurated.

The educational picture in each Province varies considerably according to historical backgrounds, and to the racial and religious groups living therein. In the Province of Quebec, which is predominantly French in language and Roman Catholic in religion, the administration of education is organized into two divisions, one dealing with Catholic schools, and another with Protestant schools which are generally English speaking. In Ontario, on the other hand, which is largely English speaking and Protestant, provision is made for separate schools. Thus in the main, the public schools are English speaking and Protestant, while the separate schools may be either English or French speaking and are Catholic.



Both school systems are administered by a single Department of Education, are tax supported at the local level and both receive substantial Provincial education grants. Two of the Western Provinces also make provision for separate school systems where required.

Each Province makes provision for teacher training and issues its own teaching certificates. In addition to Provincial Normal Schools, most Provincial Departments of Education conduct annual Summer Schools. Usually local teacher institutes are held in the Fall, and Provincial institutes in the Spring.

No review of the general educational picture in Canada would be complete without mention of the very general public interest in the improvement of educational standards in the communities. Home and School Associations, Parent-Teacher Associations and L'Ecole des parents are active in most communities and stimulate and keep alive the interest of parents in the education of their children.

With regard to post-school education, each of the four Western Provinces have Provincial universities. Ontario, Quebec, New Brunswick and Nova Scotia have a number of universities all of which receive some Provincial grants. Both Prince Edward Island and Newfoundland have Provincially supported colleges.

#### Health Education, Physical Education and Recreation

For over a hundred years Health, Physical Education and Recreation have been regarded as desirable parts of the educational programmes in Canada. As early as 1817 Wednesday and Saturday afternoons were set aside for sports and games. Little provision was made for formal instruction in Physical Education as such.

In 1911, Lord Strathcona encouraged the various Provincial departments of education to increase their provision for physical education by establishing a fund for the purpose of providing a daily instructional period of formal exercise in the public schools of Canada. The authorized text was, in the main, a reprint of the syllabus in use in English elementary schools and was based on the Swedish System of educational gymnastics. Games and folk dancing were included in the programme to obtain greater freedom of movement.

"The purpose of physical training is not to fit the child to perform certain more or less difficult exercises but to give him a stronger and more healthy body and to aid him to approach more nearly to the ideal of perfect physical development." (Executive Council of the Strathcona Trust - Syllabus of Physical Exercise for Schools).

The expected outcomes were of two types:-

- (i) Physical - resulting from corrective and developmental exercise and
- (ii) Educational - resulting in the development of a cheerful and joyous spirit, alertness, decision, concentration and perfect control of the brain over the body.

As the grant operated in the beginning, prizes and medals were given to boys for military drill and for workmanship in shooting, cadet uniforms were supplied, banners and shields were presented to schools carrying on the prescribed programme acceptably.

In all fairness to Lord Strathcona, it must be admitted that generally the teachers responsible for the operation of the programme were not fully aware of Lord Strathcona's real underlying purpose. While in the early years Canadian school buildings did not provide adequate space for the provision of a full programme under the English system it is gratifying to note the rapid increase in the provision of modern facilities for Physical Education.

Initially, Health Education came under the general heading of Physical Education and was regarded as a supplementary sideline to the programme of physical training and organized games.

In recent years the introduction of public health services into the school systems has resulted in significant advances in Health Education in three directions:

- (a) Health Services - including medical, dental, nursing, inspection and referral services.
- (b) Health Instruction - including training in good health habits, instruction in health education and skills, and hygiene.
- (c) Healthful School Living - including general improvement in facilities, lighting, sanitation, heating, ventilation, etc.

The need for better provision for Health Education was stressed by a report issued in 1946 and entitled "A Health Survey of Canadian Schools", which was published by a National Committee for School Health Research which was set up by the Canadian Education Association.

Improved Health Services in Canadian schools resulted from collaboration between Provincial Boards of Health and Departments of Health and Provincial Departments of Education and in the larger communities between the local Boards of Health and Education.



With regard to Healthful School living, there has been a steady improvement in every Province. However, a great number of rural school children are educated in one, two and three room schools where conditions are still of a pioneer type. Inadequate lighting, ventilation, heating, and outdoor lavatory accommodation along with part time caretaking services have made it difficult for the rural school teacher to provide a satisfactory environment for Healthful School Living. As far as is known no Canadian standards have been set in this connection. There is a growing awareness, however, on the part of the Parents, Local School Boards and Provincial Departments of Education - of the urgency for improved conditions. New schools now being built in rural areas have excellent facilities in this respect.

In rural schools, the noon play period has offered the chief opportunity for recreation in the school. The daily recess period is more in the nature of a break than a recreation period -- an opportunity to air the class rooms and to allow the children to go to the toilet.

It has always been difficult for children reared on farms to get adequate recreation. The chores on the farm have always made great demands on the time available, and give little time for after-school sports and games. The hour immediately following the afternoon session has often been utilized for this purpose, but the steady disappearance of the local one-room school, and the habit of "vanning" the majority of children from greater distances into district schools has curtailed the time available for such extra-curricular activities.

In the more highly populated centres, however, there has been an increasing emphasis on the provision of after school recreation programmes. The organization of weekly fun nights on school premises is a growing practice. On the whole these programmes have emphasized social activities.

### Physical Education in the Elementary School

In all Provinces, most of the physical education is taught by the classroom teacher. In Nova Scotia, the larger school systems provide certified supervisors, and in British Columbia specialization has been encouraged by the payment of provincial salary grants on the basis of certification.

In four of the Provinces reporting, the course of study in physical education is currently under revision, and in three Provinces a revised course of study has been approved within the last four years. Physical Education is not as yet compulsory in all elementary schools in Canada, but it is included in the curricula in all Provinces. The time allotment varies from twenty minutes a day to one hour a week for both physical and health instruction.

Although in areas where provision was made prior to the depression both facilities and equipment are limited and in some cases frankly inadequate, where new schools are being built, several Provinces have made provision through permissive legislation for communities to expend tax funds on the construction and maintenance of adequate physical education facilities.

### Health Education in the Elementary School

The time allotment for health instruction in elementary schools varies from forty-five minutes a week to thirty minutes daily. In some Provinces, health instruction is carried on incidently with physical education and/or other related subjects.

The provision of school health services varies from Province to Province and from community to community. All Provinces which have reported on this matter indicate that in some schools some services are provided. The extent of these services vary very considerably.

### Recreation in the Elementary School

All Provinces which have given specific reports indicate that at least fifteen minutes a day is allotted in the school time-table for recess. In some Provinces, it would appear that an additional fifteen minutes is also allotted in the afternoon.

The extra-curricular activity programme appears to vary considerably. In many Provinces these programmes are teacher organized. In only one Province, British Columbia, do reports indicate that such activities are in some cases also conducted during school hours.

### Physical Education in Secondary Schools

In two Provinces the secondary school physical education programme is currently in process of revision. The amount of time reported as allotted to physical education varies considerably from no official period whatsoever to one hundred and twenty minutes a week.

The reports received indicate that facilities, both indoor and outdoor, for physical education are seldom adequate, although in some Provinces where new schools are being built, attempts are being made to improve the situation. Equipment is also reported as being insufficient.



With regard to the question of pupils being excused from active participation in physical education, the law generally provides that a medical certificate must be obtained. In actual practice, however, the matter is left to the discretion of the individual principal. Only too frequently, pupils, particularly those who have received their elementary education in rural schools, obtain release from participation on the grounds of physical disability when in fact their real problem is a lack of general physical development or less than average competency in the basic game skills.

### Health Education in the Secondary Schools

The course of study for health instruction for secondary schools is under revision in two Provinces -- New Brunswick and Ontario. In British Columbia, health instruction is now included in a general educational course entitled "Effective Living". The time allotted in school programmes for health instruction varies considerably from Province to Province.

The extent to which school health services are provided in most Provinces depends on Provincial and local policy.

With regard to Healthful school living, the Canadian National Committee for School Health Research indicated that in 1946, although conditions in secondary schools were on the average better than in elementary schools, at the same time large numbers of school buildings were below desirable minimum standards.

For instance -- only 43% of classrooms in Canadian secondary schools were regarded as having adequate artificial illumination. 9.7% of the classrooms depend entirely on natural lighting. 63% of school classrooms were provided with water flush type toilets, but the number of toilets per student head of population was often inadequate -- only 39% provided urinals for the boys at less than 30 students per unit, and for toilets the figures were 75.4% for less than 40 male students per unit, and 49.6% for less than 20 female students per unit. The figures of 30, 40 and 20 students per unit were regarded as the acceptable figures.

In 82.8% of classrooms soap and paper towels were available for the use of students. In only 28.5% was the water supply bacteriologically tested with any degree of regularity. 22.3% showed that no accommodation was provided for the taking of luncheons in school, and in only 20.9% was special accommodation made available for this purpose. In 26.6% of classrooms caretaking and maintenance facilities were regarded by the school principals as being inadequate.

## Recreation in the Secondary Schools

Generally, the noon-hour is utilized for school organized recreation. This has raised the problem of devising programmes of an active nature that will not react, unfavourably, on the health of teen-age participants so soon after eating. Although generally Provinces have not made specific regulations governing school recreation programmes, an increasing number of schools provide them and supervise them with staff members.

With regard to health services for competitive groups, and particularly medical examination of participants in both intra-mural and extra-mural competitions, no Province reports any mandatory provision for such services; but in many schools it is an established practice. Most provinces insist on satisfactory educational standards for participation. With regard to accidents, only one Province reports any Provincial policy respecting accident insurance. In Manitoba, School Boards are legally exempted from financial responsibility except where negligence can be proved. In actual practice, however, many schools assume some measure of responsibility and, particularly in the cities, school boards have frequently arranged insurance schemes that completely cover the pupil from the time he leaves home in the morning until he or she returns there in the evening, whether the activities engaged in are curricular or extra curricular.

There is an increasing tendency for teen-agers to regard the high school as the centre of their recreation activities. Many schools now arrange for each class to have some form of activity at least one night in the week. These activities are of two kinds -- "Fun Nights" where the emphasis is on participation and a great variety of activities are provided and "Sports Nights" where three or four spectator programmes of competitive nature are arranged. These latter generally end with a period of social dancing, either squares or round dancing, and refreshments are served.

## Physical Education for the General Student Body in Colleges and Universities.

Most of the reports indicate that the general pattern in Canada for physical education for the general student body is to provide for two periods a week of compulsory physical education during the student's first two years at the University.

All those universities which report on required programmes show that swimming is compulsory. Where a swimming test has been passed, the range of choice for activities appears to be wide. As a general rule, two activity courses are required from each student. With regard to both facilities and equipment, all reports indicate adequate provision and some state that both are excellent.



### Health Education for the General Student Body in Colleges and Universities

Little provision is made for Health Education at Canadian Universities for the general student body apart from some health information which is generally included in the orientation course given freshmen during the first two weeks of college; in fact in only one report is there any indication of a compulsory course.

With regard to Health services for students, it would appear that nearly all universities do provide some form of care for the general student body. Nearly all of them require complete physical examination including X-ray during the student's first year. Many universities have a resident nurse and some infirmary service. Three universities report on contributory schemes which give the students full medical, surgical and hospital services at low rates.

### Recreation for the General Student Body in Colleges and Universities.

All reports indicate that the students have a wide range of choice in athletic activities in the elective recreation programme. One university reports that 66% of the student body are participants in this programme.

With regard to Intercollegiate competition, travelling distances largely limit the amount of activity for many Canadian Universities. In the Maritime Provinces and in Ontario and Western Quebec the distances between University towns is less and in consequence more intercollegiate competition is carried on. The University of British Columbia seeks intercollegiate competition across the United States border.

There is no common policy with regard to accidents in universities in Canada. Some universities carry insurance plans, which are often contributory. One university provides an accident benefit fund.

### Teacher Training Courses - Provincial Normal Schools

Generally speaking, university entrance or its equivalent is a pre-requisite for registration at Provincial Normal schools. In those cases where Grade II standards are sufficient, the type of certification is dependent upon the grade obtained prior to entrance.

All courses are of one year's duration, but in both Nova Scotia and Manitoba, two summer courses and experience are requisites before a permanent certificate can be given. The time allotment in these courses varies from 90 minutes a week to 180 minutes a week for physical education and 30 minutes a week to 120 minutes a week for health education.

With regard to in-service training, the Department of Education in most Provinces arranges summer courses for teachers in physical education and health education. In several cases, attendance at these courses is a requisite for permanent certification.

Teacher Training Courses in Faculties or Colleges of Education which lead to Certification, but not to a degree.

Reports in respect of courses in colleges which lead to certification have been received from three Provinces -- Ontario, Saskatchewan and Alberta.

In Ontario, the Ontario College of Education, which is attached to the University of Toronto offers two types of certification for High School teachers. The Interim High School Assistant's Certificate, Type "A" which qualifies the holder for two years as an Assistant and as the head of a department in a Collegiate Institute. Admission to this course requires the student to hold the degree of Bachelor of Physical Education from the University of Toronto with a final standing not lower than 60%, and the course includes a specialist course in Physical Education. Two years' successful specialist teaching experience in Ontario qualifies the holder of a Type "A" certificate to a High School Specialist's Certificate. The Interim High School Assistant's Certificate, Type "B", qualifies the holder for two years as an Assistant. Admission to this course requires the student to hold a Bachelor's degree in one of a number of approved courses, and includes a non-specialist course in Physical Education. Two years' successful teaching experience in Ontario in a secondary school or in Grades IX or X in an elementary school qualifies the holder of a Type "B" certificate to a Permanent High School Assistant's Certificate.

The University of Saskatchewan grants a teacher's license (certification) to persons successfully completing a one year's training course in general professional education subsequently to obtaining a Bachelor's degree.

The University of Alberta offers courses in its faculty of Education for certification in both Physical Education and Health Education.

University Courses leading to a Degree in Education which includes Certification.

Reports received from Nova Scotia, New Brunswick, Saskatchewan, Alberta and British Columbia indicate that in the first two Provinces named, the Bachelor of Education course in General Professional Education is for one year following the taking of the ordinary B.A. degree. In Nova Scotia the course includes 65 hours of Physical Education; in New Brunswick, 60 hours. No specific courses in Health Education are included.



In Saskatchewan, there is a four years' course in General Professional Education, which includes some compulsory Physical Education and gives electives in both Health Education and Recreation.

Since September, 1950, it is possible in the University of Alberta to take a four year course for the B.Ed. degree majoring in Physical Education. Included in this course is some instruction in both Health Education and Recreation. In British Columbia, the B.P.E. course satisfies the requirements for entry to the one year Teacher Training Course.

Courses Offered in Professional Schools leading to  
Diplomas and/or Degrees, in Health, Physical Education  
and Recreation.

Seven universities in Canada are now offering professional courses in this field. This report includes detailed information on five of them: University of Alberta, University of British Columbia, McGill University, University of Toronto and University of Western Ontario.

The first degree course in Physical Education in Canada was instituted in 1940 at the University of Toronto. Prior to that date diploma courses were operated at the Margaret Eaton School of Physical Education in Toronto and McGill University in Montreal; these courses have now been absorbed into the degree courses at the University of Toronto and McGill University respectively.

Name of University	Year Course Initiated	Length of Course	Degree Given
University of Alberta, Edmonton, Alberta.	1949	4 years above Senior Matric.	Bachelor of Education (Physical Education) B.Ed. (P.E.)
University of British Columbia, Vancouver, B.C.	1946	4 years beyond Junior Matric.	Bachelor of Physical Education B.P.E.
McGill University, Montreal, P.Q.	1943	4 years beyond Junior Matric.	Bachelor of Science (Physical Education) B.Sc. (P.Ed)
Universite d'Ottawa, Ottawa, Ontario.	1949	4 years above Junior Matric.	Bachelor of Arts or Bachelor of Science in Physical Education B.A. or B.Sc.
Queen's University, Kingston, Ontario.	1946	4 years beyond Senior Matric.	Bachelor of Arts and Bachelor of Physical and Health Education B.P.H.E.
Toronto University, Toronto, Ontario.	1940	3 years above Senior Matric.	Bachelor of Physical and Health Education B.P.H.E.
University of Western Ontario, London, Ontario.	1947	4 years beyond Senior Matric.	Honours Bachelor of Arts in Physical and Health Education B.A.



The Dominion Bureau of Statistics has made available figures on the numbers of students registered in Physical Education degree courses in Canadian Universities and the number graduating. Figures are given for the last ten years:-

Year	Number of Universities giving degree courses	Number of students registered			Number of degrees granted		
		Men	Women	Total	Men	Women	Total
1941	1	5	32	37	-	-	-
1942	1	16	72	88	-	-	-
1943	1	25	54	79	1	16	17
1944	1	27	63	90	9	16	25
1945	2	24	96	120	5	17	22
1946	3	142	183	325	3	24	27
1947	4	272	219	491	16	39	55
1948	4	381	257	638	84	82	146
1949	5	365	248	613	107	63	170
1950	6 *	315	253	568	90	61	151

\* Note: The institution of a degree course at the University of Alberta will raise this figure to 7 in 1951. No official figures are yet available for student registrations or graduation in that year.

In addition to the degree courses, consideration is being given to the establishment of a diploma course or courses in recreation at a University or Universities in Canada.

Provision made for Training Community Recreation Personnel not included in previous sections.

In nearly every province some provision is made for the training of community leaders. This training is basically of two types:-

- (a) Training for full time employed recreation directors and other part time leaders;
- (b) Training for volunteer leaders.

Examples of the first type of training include the ten months' course for certificated Community Recreation Directors (Public Recreation) arranged in Nova Scotia in 1946; the annual one-week residential course for municipal recreation directors in Ontario; the four week residential course in physical recreation for leaders which is held each year in Alberta; and the "Pro-Rec" summer school for employed recreation leaders in British Columbia.

The provision of leadership training for the general body of citizens is both more general and more varied. The provincial reports give many details of these courses.

### Community Recreation Programmes - General Provincial Policy

Throughout Canada, the general policy for provision of Community Recreation, places the responsibility for programme and local organization on local initiative. Both Provincial and Federal governments provide consultation and informational services. Some Provinces make additional services available.

### Grants-in-Aid

The following is a synopsis of the information included in the reports from the Provinces on the Grants-in-Aid available from Provincial Government sources in this field:-

- |                             |   |
|-----------------------------|---|
| <u>Newfoundland</u>         | - The Provincial Government supplies textbooks in all schools.  |
| <u>Prince Edward Island</u> | - A few small special grants to various agencies are given from time to time.   |
| <u>Nova Scotia</u>          | - Department of Education offers grants of \$500 to schools employing university graduates in physical education. The expenses of students attending leadership courses are paid. |
| <u>New Brunswick</u>        | - None in this field.   |
| <u>Quebec</u>               | - No information.   |
| <u>Ontario</u>              | - Annual grants are available to municipalities carrying on approved programmes of community recreation.  |
| <u>Manitoba</u>             | - Expenses for short courses are paid by the provincial department.   |



Saskatchewan

- Grants-in-Aid are available:-
  - (a) to high school associations for inter-school recreation programmes.
  - (b) The school boards for approved classes in physical education and drama.
  - (c) The Sports Governing Bodies for sports promotion.

Alberta

- Direct remuneration of certificated health and recreation leaders for approved physical recreation activities.

British Columbia

- Grants-in-Aid are given to schools for the provision of facilities and to community centre associations as a contribution towards the salaries of recreation directors.

National Organizations and Associations in the Field of  
Health Education, Physical Education, and Recreation.

The Canadian Association for Health, Physical Education, and Recreation (C.A.H.P.E.R.) is the national professional association in Canada organized in 1933. It was incorporated in 1951, and is presently undergoing a period of reorganization and expansion to obtain a greater geographical coverage of the professional workers in the Provinces in this field. The Association meets biennially in a National Convention, when the officers are elected for a two year period.

The Parks and Recreation Association of Canada is the national organization for the operators of municipal programmes both in the Parks and in the Recreation field.

The National Association for school teachers is the Canadian Teachers' Federation. In every Province, there are provincial bodies most of which are associated with the national Federation.

The Canadian Public Health Association is the National organization for professional Health workers.

PROVINCE OF NEWFOUNDLAND

(Report prepared by the Department of Education;  
St. John's, Newfoundland)

I. SCHOOLS AND COLLEGES.

A. The Elementary School.

1. Time Allotment.

- (a) The Education Act makes provision for formal Physical Education as follows: Physical exercises for the whole school for at least a short period each day". Normally, schools allot one half-hour period once or twice a week to physical education. The course of study suggests a daily programme of 15 minutes for formal physical exercises.
- (b) The course of study in Health Education suggests that three periods (20-30 minutes) be provided weekly for direct health instruction. These periods do not include the 5-10 minute period suggested daily for health inspection of all pupils according to a scheme.
- (c) In making provision for School Recreation or Recess the course of study suggests at least three 30-minute periods weekly for organized and directed games for all children. Two short periods, morning and afternoon, are suggested also for children in the primary grades.

2. Course of Study -- General Plan.

(a) Physical Education.

The present trial course of study in Physical Education contains 44 pages of information for teachers, most of which is devoted to instructions for specific activities. Complementary to the course in Health Education, the course calls attention to the philosophy of physical education and the psychology for its practical interpretation. It sets out the general objectives emanating from this viewpoint and the guiding principles which govern their attainment. Besides a check list of desirable outcomes, the course provides references for the teacher. The course covers all that is necessary for a full physical education programme which can be reasonably expected to be implemented in all Newfoundland schools. The suggested grouping of grades for formal exercises is Group I -- Grades 1-4; Group II -- Grades 5-8.



(b) Health Instruction.

Health instruction is organized on the "unit" Plan. The course provides units on communicable disease, tuberculosis, food, shelter and clothing, safety and first aid, organs of the body and their care (functional). Closely integrated with teaching procedures and learning activities are aspects of mental health, fresh air and sunshine, alcohol and tobacco, etc. The first three units are given in detail with a large number of possible activities, illustrative teaching procedures, teaching aids, references, etc. The remaining three are so outlined as to aid, guide, suggest to and stimulate the teacher to evolve her own materials and procedures. In developing the course of study the production committee kept before it (1) Provincial health needs as discovered by medical and other surveys throughout the Province by visiting groups of experts; (2) the large number of inexperienced and only partially trained teachers in the schools.

Copies of the courses of study in Health Education and Physical Education will be available after April 1, 1950.

3. School Recreation Programme.

- (a) Section II of the course of study in Physical Education provides for the organized and supervised use of recess periods. Emphasis is placed upon the types of games that can be played in any community in the Province, where terrain is often the deciding factor. It is interesting to note that "soccer football" is in many "outport" or rural communities a winter game, as during that season a level field (of ice) is available. A seasonal timetable is given for a full and active programme of games and recreation. Folk dancing, in which the Province is rich, and mimetics are included. More or less detailed directions, are given for several indoor and outdoor games. Activities correlated with academic subjects are suggested in broad outline. References for teachers are given.
- (b) Both the course in Health Education and that in Physical Education emphasize the importance of full participation by teacher, if possible, and by pupils in the activities of such youth organizations as Hiking Clubs, Boy Scouts, Girl Guides,

and other of the several organizations for youth in the Province. Organizations and background vary with different communities.

- (c) Supervision of recess is one of the legislated duties of teachers in all schools in Newfoundland. However, generally speaking, the law is carried out neither in letter nor in spirit. The larger and well-organized schools chiefly in urban areas, proved the exceptions. The reason for this general apathy is lack of informed public opinion on the value of games and recreation, inadequate playgrounds and facilities, etc.

The Provincial Department of Education provides an annual classroom grant in amounts varying from \$50 to \$100. This may be used by local Boards for the purchase of equipment. Though somewhat insignificant amounts are, in isolated cases, used to provide physical education and recreational equipment, the great bulk is directed toward the provision or maintenance of other classroom or school necessities.

#### 4. Minimum Requirements

##### (a) Facilities.

Since 1938 the Government has been providing community and district school boards with funds for the erection and equipment of school buildings on a fifty-fifty basis. To qualify for these grants boards must build according to specifications approved by the Department of Education. In some buildings -- particularly larger units -- gymnasias or playrooms are often incorporated. It must be borne in mind also that the older elementary schools in the Province were provided with adequate gymnasias and playrooms. Playgrounds in congested areas are often not contiguous to school buildings. Generally, there is a great inadequacy of facilities throughout the Province.

- (b) Only in isolated cases do elementary schools possess a minimum amount of indoor and outdoor play equipment.
- (c) The Education Act requires that candidates for a teacher's certificate of whatsoever grade, as a condition of eligibility, satisfy the Board of Examiners that they are free from serious bodily defect, are of good constitution, and enjoy good health. The certificate of health



must be presented with each application to a Board for a school. This is often overlooked. Medical examination of teachers is free through co-operation and the services of the Department of Health (Provincial) at the Teacher-Training Department of the Memorial University and at Summer School.

#### 5. Provision of School Health Services.

The Department of Health, wherever medical or nursing services are available, inoculates, vaccinates, patch-tests and X-rays children free of charge. X-raying is also carried on widely by the Newfoundland Tuberculosis Association free of charge.

For some years now the supervisory staff of the Department of Education has conducted province-wide surveys of mental ability of school children, to assist teachers in determining the specific needs and difficulties of their pupils.

#### 6. Special Features and New Developments.

Since the Relief Works Programme was inaugurated by the Provincial Government in October last, some progress, as yet unsurveyed, has been made towards the provision of fenced playgrounds for more "out-port" or rural schools.

The impact of the union of Newfoundland with Canada is felt already in physical education, recreation and health programmes. Increased participation in surveys, etc., being made by national organizations is greatly in evidence, and it is hoped that greater organization, increased facilities, professional direction, etc., will characterize Provincial programmes in the near future.

During the spring and summer of 1951 the Department of Health, with the collaboration of the Newfoundland Tuberculosis Association, and with financial assistance from the Federal Government, carried on an extensive BGG vaccination programme among school children. During the summer of 1950 a dental clinic, sponsored by the Newfoundland Junior Red Cross, the Ontario Junior Red Cross, and the Quebec Junior Red Cross, and with assistance from the Provincial Government, was conducted on the North West Coast.

## B. The Secondary School.

### 1. Time Allotment.

- (a) Except in the denominational secondary schools, known as "Colleges", and the large amalgamated and denominational high schools, there is little provision in the time-table for physical education.
- (b) Health instruction is not usually given in Grades IX-XII, except instruction in Physiology to the few who elect that subject for external examinations.
- (c) Recess periods are generally set aside for all pupils in all schools.

### 2. Course of Study.

- (a) In physical education for Grades IX-XII there is none in general use.
- (b) There is no course of study for the secondary level.

### 3. School Recreation Programme.

- (a) Only in the larger secondary schools is there any attempt to organize games under trained personnel, teacher or otherwise.
- (b) Some extra-curricular activity is to be found in youth clubs organized for this purpose. These clubs are mostly in St. John's, the capital of the Province and in Corner Brook, Grand Falls, Buchans and Bell Island.
- (c) Only in the few larger secondary or High Schools is equipment to be found, chiefly in the industrial towns and St. John's. Supervision is generally the duty of trained members of the school staff or specially engaged personnel.

### 4. Minimum Requirements.

- (a) Minimum facilities are found only in large secondary schools, and even there are inadequate, except in a few cases.
- (b) Equipment is entirely lacking or very inadequate.
- (c) Few professionally trained and certified instructors are available in the Province.

### 5. Provision of School Health Services.

The same as for elementary schools, but availed of to a much lesser degree.

### 6. Policy Regarding Active Participation.

In the larger schools, where physical education is organized and directed by trained personnel, a doctor's certificate of inability to perform will excuse a pupil from participation. In some cases the permission of the principal will excuse. This is not required by Provincial law, but is merely an administrative regulation of the individual school.

### 7. Policy Regarding Special Health Services for Competitive Groups.

This is absolutely dependent on the policy and resources of individual schools.

### 8. Policy Regarding Intra-mural and Inter-school Competition.

Much competitive activity on the Junior and Senior High levels is carried on throughout the seasons, particularly in the more populous towns. Representatives of the several schools in a community organize with others into committees to lay down laws and by-laws governing competition.

### 9. Policy re Accidents.

None.

### 10. Special Features and New Developments.

Active participation in the National Health and Fitness programme is anticipated.

## C. Colleges and Universities.

There is but one institution in the Province which offers academic and professional courses leading to degrees. This is Memorial University. The data given below are gleaned from its calendar (1949-'50).

### I. Time Allotment.

#### (a) Physical Education

ii. voluntary. No period given in calendar.

#### (b) Health Education

ii. voluntary. No period given in calendar.



## 2. Course of Study.

(a) Physical Education -- none available.

(b) Health Education -- none available.

## 3. Elective Recreation Programme.

All students may participate in intra-departmental games.

## 4. Inter-collegiate Competitive Programme.

Memorial University teams compete usually in post-High-School competitions in the intermediate sections of the St. John's Athletic Association league games.

## 5. Provision of:

(a) Facilities -- The College has a fair-sized gymnasium and playing field.

(b) Equipment -- During the past few years a fund has been provided for the purchase of athletic equipment.

(c) Personnel -- Physical education and games are under the supervision, etc., of a joint committee consisting of members of the Faculty and the Students' Athletic Union.

## 6. Provision of Health Services.

The College calendar calls attention to the fact that during recent years the Provincial Department of Health has provided a complete physical examination for all students at the beginning of the year.

## 7. Policy re Accidents.

No mention in constitution. No insurance is carried. Funds have been provided by Students' Representative Council for doctor's fees.

## 8. Special Features and New Developments.

Regular O.T.C. courses have been initiated for male students.

## II. TEACHER TRAINING COURSES

A. The Department of Education of the Memorial University, with its affiliated institutions, provide the Province with its major teacher training facilities for regular teachers. The University and the Provincial Department of Education each summer conduct summer courses for teachers and prospective teachers. In the Province there are three Religious teaching Orders: The Presentation and Mercy Orders, and the Christian Brothers of Ireland. Each of these Orders conducts training programmes for its own members.

### 1. Pre-requisites.

Free from physical defect.

### 2. Length of Course.

- (a) A teacher-in-training, to qualify for a certificate, is required to follow the Physical Education course for the two semesters.
- (b) Teachers-in-training who elect to take course 3(b) in Education (Methods in Elementary Grades) receive instruction in methods in health instruction. Special lectures were given by qualified personnel of the Provincial Department of Health.

3. Physical Education is listed as a non-credit course.

### 4. Time Allotment.

- (a) Physical Education: Two 45 minute periods weekly. Separate periods for men and for women.
- (b) Health Education: About one 45-minute period per week.
- (c) Recreation: No set period -- free periods voluntarily used.

### 5. Course of Study.

- (a) Physical Education. -- Teachers-in-training follow course provided for elementary schools. (see above).
- (b) Health Education. -- Same as for elementary schools -- special lectures.

#### 6. Provision of Facilities, Equipment & Personnel

Same for Memorial University in all its departments.

#### 7. Health Services

Same for Memorial University in all its departments.

#### 8. In-service Training Opportunities.

##### (a) Summer Courses .....

(i) Only for teachers qualifying for B licence.

(ii) Only for teachers qualifying for B licence, the minimum requirements for which are Grade XI, one year's teaching experience and two summer schools (6 weeks each).

#### IV. PROVISION MADE FOR TRAINING COMMUNITY RECREATION PERSONNEL

Since there is little or no community recreation on an organized basis, comment on this and the following section, as, indeed, on sections II and III would be misleading. In such centres as Grand Falls, Corner Brook, St. John's etc., there is some attempt at organized community recreation for children through Playground Associations. These associations receive some municipal as well as private support.

#### VI. GRANTS IN AID -- GENERAL POLICY AS IT APPLIES TO SCHOOL HEALTH EDUCATION, PHYSICAL EDUCATION AND RECREATION.

##### 1. Elementary and Secondary Schools.

The Provincial Government supplies basic health texts and curriculum handbooks free to all schools.

#### VIII. PROFESSIONAL ASSOCIATIONS, CONFERENCES, ETC.

The Newfoundland Teachers' Association is affiliated with the Canadian Teachers' Federation.





## PROVINCE OF PRINCE EDWARD ISLAND

(Report prepared by the Division of Physical Fitness,  
Department of Education, Charlottetown, P.E.I.)

### I. SCHOOLS AND COLLEGES.

#### A. The Elementary School

For the most part the Province of Prince Edward Island has one and two room schools, except in a few of the larger centres, such as Charlottetown, Summerside, Georgetown, Souris, Montague, Borden, Kensington, North Rustico, Tignish, Alberton, Kinkora and Miscouche.

Physical Education is taught in all schools, by the regular teachers.

The course now follows the Curriculum Guide in Physical Education, Grades I - 9, as used and approved for the Provinces of New Brunswick, Nova Scotia, and Prince Edward Island.

#### B. The Secondary School.

#### C. Colleges and University.

Prince of Wales College, Charlottetown is the Provincial High School, Junior University and Provincial Normal School. See II (below).

### II. TEACHER TRAINING COURSES

Teachers receive their training in Physical Education at the Prince of Wales College and Normal School. Here the work in Physical Training is carried on under the direction of the Department of Physical Fitness, with the Department of Education providing a full time instructor, Mr. Wilfred I. Inman, for the students.

### III. COURSES OFFERED IN PROFESSIONAL SCHOOLS LEADING TO DIPLOMAS AND/OR DEGREES IN HEALTH, PHYSICAL EDUCATION AND RECREATION.

There are no professional schools in the Province of Prince Edward Island.

### IV. PROVISION MADE FOR TRAINING COMMUNITY RECREATION NOT INCLUDED IN SECTIONS II AND/OR III.

No special information (see section V below)

V. COMMUNITY RECREATION PROGRAMMES.

The Physical Fitness Programme consists mainly of courses in leadership training, community recreation, promotion of recreational and athletic competitions of all kinds, and assistance and organization of leadership and financing school centred activities.

VI. GRANTS IN AID - GENERAL POLICY AS IT APPLIES TO SCHOOL HEALTH EDUCATION, PHYSICAL EDUCATION AND RECREATION.

Certain small special grants to other agencies conducting approved programmes have been granted from time to time.

VII. POLICY, RULES, AND/OR REGULATIONS REGARDING THE PROVISION OF EQUIPMENT AND FACILITIES.

A limited supply of equipment is made on request, to assist the smaller rural schools.

VIII. PROFESSIONAL ASSOCIATIONS, CONFERENCES, ETC.

The Prince Edward Island Teachers' Federation is affiliated with the Canadian Teachers' Federation.

IX. PUBLICATIONS AVAILABLE.

Prince Edward Island purchases publications from other Provinces and does not publish its own materials, due to its very small population. The only publications actually put out from the Department's office, and which are compiled there, are instructions for various Meets and Competitions sponsored by the Department and, of course, the odd bulletin giving information to different groups.

X. NEW DEVELOPMENTS AND TRENDS.

No further information available.



PROVINCE OF NOVA SCOTIA

(Report prepared by the Physical Fitness Division,  
Department of Education, Halifax, N.S.)

I. SCHOOLS AND COLLEGES.

A. The Elementary School

1. Time Allotment.

- (a) Physical Education. - Five 20 minute periods a week
  - (b) Health Instruction. - 20-30 minutes daily integrated with other subjects.
  - (c) Recess. - 15 minutes daily.
- The class room teacher is responsible for the direction & supervision of the above.

2. Course of Study - General Plan.

- (a) Physical Education. - Rhythms & Singing Games - Story Plays - Relays - stunts.- games - marching & exercises.
- (b) Health Instruction - Nature study, safety, home life, shelter, clothing and personal health - Nutrition & Citizenship.

3. School Recreation Programme.

- (a) Recess. - Most schools have 15 minutes recess periods - some have 3-5 minute periods.
- (b) Extra Curricular activities. - Junior Red Cross - dramatics - play days school concerts - demonstrations - music festivals.
- (c) Provision for:-
  - i. Supervision-Teacher
  - ii. Equipment.

Most schools have a minimum of indoor and outdoor equipment. Space is more plentiful than the equipment for same.

4. Minimum Requirements such as affect the school programme of Health Education, Physical Education and Recreation with regard to:-

- (a) Facilities (Gymnasias, Playgrounds, Playrooms, etc.)- Very limited.
- (b) Equipment (Indoor & Outdoor)- very little equipment

## (c) Personnel (Certification)

The larger school systems have certified supervisors for physical education. Most of the programme is left to the initiative of the class room teacher.

5. Provision of School Health Services.

This field is under consideration at the present time by the Committee on School Health. This Committee is a sub committee of the Advisory Committee on curriculum revision.

B. The Secondary School1. Time Allotment.

- (a) Physical Education. - In the secondary schools where facilities and personnel exist a minimum of 90 minutes a week is devoted to physical education.
- (b) Health Instruction - The equivalent of 2-55 minutes per week.
- (c) Recess. - 15 minutes daily.

2. Course of Study - General Plan.

- (a) Physical Education. - Calisthenics - Marching - Relays - stunts Athletic & team games - Gymnastics - teaching of fundamental skills - Rhythms & dancing.
- (b) Health Instruction. - First Aid - Temperance - Safety - Mental Health - Physiology.

This health course is presently under revision by a sub-committee of the Advisory Committee on Curriculum revision for the province.

3. School Recreation Programme.

- (a) Recess. - Unsupervised - 15 minutes daily.
- (b) Extra Curricular Activities - Dramatics - music debates. Intra scholastic & intramural sports - cadets.

## (c) Provision for:-

- i. Supervision. - This is done by regular teaching staff.
- ii. Equipment. - The newer schools of the province have excellent facilities and equipment.

4. Minimum Requirements such as affect the school programme of Health Education, Physical Education and Recreation with regard to:-

- |  |                          |
|--|--------------------------|
| (a) Facilities (Gymnasias, Playgrounds, Playrooms, etc.) | - New Schools adequate   |
| (b) Equipment (Indoor & Outdoor)                         | - facilities -           |
| (c) Personnel (Certification)                            | - equipment & personnel. |

5. Provision of School Health Services.

This phase of the programme is presently under consideration by Health Committee.

6. Policy regarding excuses from active participation in Physical Education.

Pupils are required to participate in the P.E. programme. They may be excused by a doctor's certificate covering same.

7. Policy regarding special Health Services for competitive groups.

Some schools require a medical examination before participation in competition. This whole problem is under consideration at the present time.

8. Policy regarding intra-mural and inter-school competition.

Intra-Mural programme being encouraged as of more importance than Inter-School. However, Facilities & trained personnel limit the rapid development of same.

Junior High School inter-school competitions limited to Zone championships. Senior High - Provincial Championships. Both under Auspices of N.S. Headmasters Assoc.

9. Policy re accidents.

No provincial policy. Most schools have a "waiver" signed by the parents.



# 10. Special features and new developments.

- i. All New Rural High Schools have Modern facilities and adequate personnel.
- ii. Tournaments in Boys & Girls Basketball.
- iii. Zone & provincial bonspiels.
- iv. Canadian Rugby in the Schools in Halifax Area.
- v. Senior Volley ball tournament.

## C. Colleges and Universities. (The following refers only to such classes as are provided for the general student body and does not include professional schools or courses.)

### 1. Time Allotment.

#### (a) Physical Education (Instruction)

- i. Compulsory - Two of 3 universities require 2 periods per week for 1st two years.
- ii. Voluntary opportunity given for individual and group participation.

#### (b) Health Education.

- i. Compulsory - General course in Health required some time during college course.
- ii. Voluntary - Electives are available on College Calendar.

### 2. Course of Study - General Plan.

- (a) Physical Education. Conditioning Activities - swimming - Team & individual sports.
- (b) Health Education. - Personal & Community Hygiene.

### 3. Elective recreation Programme.

Facilities & Equipment are such that any student can find plenty of opportunity for all types of recreation.

### 4. Inter-collegiate Competitive Programme. - sponsored by Maritime Inter-collegiate Athletic Union.

Hockey - Boys basketball - football - track-swimming - boxing. Girls Basketball - swimming - field Hockey.

5. Provision of:-

- (a) Facilities (Gymnasias, Playing fields, etc.)  
Very good
- (b) Equipment (Indoor & Outdoor) Very good
- (c) Personnel (Qualification) Good

6. Provision of Health Services.

No information available.

7. Policy re accidents.

No consistent policy - most universities have Medical officer on duty at all games - University assumes considerable responsibility in case of accident.

8. Special Features and new developments.

- 1. Basketball Tournaments for women.
- 2. New artificial rinks at 3 universities in N.S.

II. TEACHER TRAINING COURSES.A. Provincial Normal Schools.1. Pre-requisites - Grade 11 and/or Grade 12.2. Length of Course. - one year plus 1 or 2 summer schools pending entrance standing.3. Certification entitles the holder to:

Grade 11 + 1 yr. - First Class certificate (license)  
       "      12 + 1 " - Superior First Class  
                           Certificate (license)

4. Time Allotment.

- (a) Physical Education 3 - 45 minute periods per week.
- (b) Health Education - approximately 2 periods per week.
- (c) Recreation - Formal time allotted - 2 hours per week.

5. Course of Study - General Plan.

- (a) Physical Education. - Provincial Course of study Grades 1-6.
- (b) Health Education. - Nutrition - personal - school - community health.

## 6. Provision of:-

- (a) Facilities (Gymnasia, Playing fields etc.) None worth mentioning.
- (b) Equipment (Indoor & Outdoor) limited.
- (c) Personnel (Qualification) - Very good and adequate.

## 7. Provision of Health Services.

This is under revision at the present time.

## 8. In-service training opportunities.

- (a) Summer courses provided by the Department of Education:-
  - i. Physical Education. - 16 courses each summer.
  - ii. Health Education. - Nutrition - First Aid- and certain special courses as for example Anatomy & Physiology this year.
- (b) Summer and/or extension courses provided by the Universities:-
 

<ul style="list-style-type: none"> <li>i. Physical Education.</li> <li>ii. Health Education.</li> <li>iii. Recreation.</li> </ul>	}	None <div style="display: inline-block; vertical-align: middle;">             All summer courses in these fields are offered by Dept. of Ed. in Cooperation with Dalhousie University.           </div>
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- (c) Other Courses.
  - Refresher Courses & Clinics in Programme - coaching & officiating.

## 9. Special Features and new developments.

- i. Refresher Courses & clinics of 1-2&3 day duration.

## B. Facilities or Colleges of Education.

(Courses which lead to certification but not a degree).

In the Maritime Universities a degree of Bachelor of Education is granted to any student, who with a B.A. B.Sc. degree, completes 1 full year in education. There are no certificates or diplomas issued in N.S.

## C. University Courses leading to a degree in Education which includes certification:-

- 1. Degree given. - Bachelor of Education.



2. Pre-requisites for entrance. - B.A. or B.Sc.
3. Length of Course. - One year.
4. Certification entitles the holder to:- High School  
Class License.
5. Time Allotment.
  - (a) Physical Education. - 65 hours.
  - (b) Health Education. - none.
  - (c) Recreation. - left to the discretion of the  
individual - no time set apart  
for formal recreation.
6. Courses of Study - General Plan.
  - (a) Physical Education. - Concentration on Jr. &  
Sr. H.S. activities  
emphasizing coaching &  
officiating. Some funda-  
mentals in dancing -  
square and folk.
  - (b) Health Education.
7. Provision of:-
  - (a) Facilities. (Gymnasia, Playing fields etc.)  
Very good.
  - (b) Equipment. (Indoor & Outdoor) Very good.
  - (c) Personnel. (Qualification) Good.
8. Provision of Health Services.

Under consideration at the present time.
9. In-service training opportunities.
  - (a) Summer Courses provided by the Department of  
Education:-
    - i. Physical Education - six courses offered  
annually - primary,  
intermediate, Jr.High  
- Rural Gymnastics -  
dancing.
    - ii. Health Education. - Nutrition - First Aid-  
psychology and certain  
courses in Mental  
Health & Guidance  
fields.
  - (b) Summer and/or extension courses provided by the  
Universities:-
    - i. Physical Education. - none.
    - ii. Health education. - none.
    - iii. Recreation. - Personal recreation for  
summer school students  
attending for other reasons.

10. Special Features and new developments.

An effort is being made at the present time to establish a uniform course in P.E. at all the teacher training Universities. This plan is proceeding satisfactorily.

D. Advanced and/or Post-Graduate training in teacher training.

1. Types of training offered. - None in N.S. other than the B.Ed. degree. Degrees at the Masters level in Arts and Science are obtainable.

III. COURSES OFFERED IN PROFESSIONAL SCHOOLS LEADING TO DIPLOMAS AND/OR DEGREES IN HEALTH, PHYSICAL EDUCATION AND RECREATION.

A. Courses leading to degrees.

No University Courses in these fields offered as yet in Nova Scotia.

B. Professional courses of at least one year's duration leading to certification or diplomas.

No such courses offered as yet in Nova Scotia.

C. Professional Courses - short period (not less than 30 class hours per subject) leading to certification and or college credit (leaders, coaches, instructors etc.)

No diploma course in these fields offered as yet in Nova Scotia. It is under consideration at the present time.

IV. PROVISION MADE FOR TRAINING COMMUNITY RECREATION PERSONNEL NOT INCLUDED IN SECTIONS II and/or III.

1. Types of Courses offered. - One such course provided for Veterans under D.V.A. in 1946, under the direction of the Physical Fitness Office.
2. Pre-requisites for entrance. - Grade XI.
3. Length of Courses. - 10 months.
4. Residential or non-residential. - non-residential.

5. Course of Study - General Plan. - Administration and organization of community recreation sports, music, drama, arts & crafts, public speaking, publicity, public relations.
6. Completion of Course leads to:- Certification.
7. Provision of:-
  - (a) Facilities. Provided at the expense of
  - (b) Equipment. D.V.A. but Personnel selected
  - (c) Personnel. by the Fitness Division.
8. Special Features and New Developments.

In addition to the above, we have arranged for quite a number of Short Courses in Recreation for Rural Leaders. These courses have been given by our staff working conjointly with members of staff from The Adult Education Division and the Dept. of Agriculture.

These courses have varied in length, but the most of them have been of ten days duration and have been residential where that accommodation was available. The trainees have numbered from twenty to forty for these courses. Those in attendance have been usually chosen by their communities and in some cases their expenses have been borne by the community.

The instruction given has included Social Recreation, Music, Drama, Public Speaking, Conduct of Meetings, Discussion Groups, Soil Study, Home Beautification, Love of Books, etc.

No academic qualification was required. The age of the candidate was from seventeen to forty.

## V. COMMUNITY RECREATION PROGRAMMES.

### A. General Provincial Policy.

1. Promotion. - The Fitness Programme in the province was largely responsible for the development of interest in this field. Our staff was called into consultation and in most cases guided the local executive in all its plans including choice of director. Several of the veterans trained under D.V.A. are employed in this work.
2. Services. - Guidance during the early days of the local programmes. Help given to Director. Information films and Library Books re Recreation. Attendance at Executive Meetings and at Special Functions. Courses for Leaders.



3. Consultation. - re choice of Directors, Type of Programme, Training of Voluntary Leaders, Problems of Administration.
4. Financial Assistance. - Practically none.
5. Personnel.
  - (a) Recruitment. - Veterans of D.V.A. training, one from Recreation Division War time Housing - one from Social Work Division University of Toronto.
  - (b) Training. - Some with D.V.A. training, one with Diploma in Physical Education, one Diploma in Social work. No university degree people yet employed.
  - (c) Certification. - All but one hold a certificate showing that they have taken a course in Recreation.
  - (d) Tenure. - year to year.
  - (e) Superannuation. - No such security yet provided.
6. Special Features and new Developments.

Plans are under consideration for a one year diploma course in Recreation to be given at one or more of our universities along lines recommended by the Special Committee of the National Council of Fitness. One of the Universities has expressed an interest in this development. A specialist in Recreation would need to be added to the University staff before it would be in a position to offer satisfactory training.

About ten new Rural High Schools will be in operation within the next year. Each of these will also serve as a Community Centre and will in time operate a programme of Recreation. On the staff of each of these schools one member will be a university graduate in Physical Education and Recreation. He or she will be responsible for the physical education programme of the school concerned and will also give direction to the recreational activities. In time there will be a large number of these schools functioning.

#### B. Programmes currently in operation.

1. Type. - A few Community Centres operating an excellent all year round programme. In other cases the director has an office and uses whatever buildings are available.
2. Organizational Pattern. - Director, Activities Board and Trained Voluntary Workers.

3. Financial Support. - Included in tax budget in some cases. In others supported temporarily.
4. Personnel. - Usually a Director and sometimes with clerical assistance and janitorial help.
5. Activities routinely included. - Physical and Social Recreation, Music, Dancing, Drama, Arts and Crafts.
6. Special Programme Items. - Easter Parade of Talent, Concerts, Plays, Folk Dancing.
7. Relative proportions of the public served by:-
  - (a) Public Recreation. - 25-35%.
  - (b) Private and/or semi-private agencies. - 10-15%.
  - (c) Non-participants. - 50%.
8. New Developments.

The Recreation Programme in Nova Scotia is still very young. We have quite a way to go. However, the interest is keen and is spreading. The real problem is the lack of qualified leadership. We shall only do a half-job until that problem is solved.

#### VI. GRANTS IN AID - GENERAL POLICY AS IT APPLIES TO SCHOOL HEALTH EDUCATION, PHYSICAL EDUCATION AND RECREATION.

##### 1. Elementary and Secondary Schools.

A grant of \$500.00 per annum is made to any school-board, local or otherwise, who employs a university graduate in Physical Education. This is augmented by a further grant according to the licenses held by the teacher concerned.

##### 2. Colleges and Universities. - none.

##### 3. Professional Schools. - none.

##### 4. Short Courses. - All expenses except board of students attending the courses are paid out of government funds.

##### 5. Community Recreation. - No grants as yet.

VII. POLICY, RULES, and/or REGULATIONS REGARDING THE PROVISION OF EQUIPMENT AND FACILITIES.

All New Rural High schools must have adequate physical education facilities & equipment (in & out-doors). Provincial Government pays 100% capital cost of same. Most of the New High schools being built (but not classified as Rural High Schools) are making provision for adequate physical education facilities and equipment. There is, however, no regulation requiring the local school board to do so. Expendable and permanent equipment can be secured through local companies at a very reasonable price.

VIII. PROFESSIONAL ASSOCIATIONS, CONFERENCES, ETC.

Maritime Association Physical Education and Recreation.  
Advisory Council on Nutrition  
Headmaster's Association  
Maritime Intercollegiate Athletic Union  
Nova Scotia Teachers' Union - Affiliated with Canadian Teachers' Federation

IX. PUBLICATIONS AVAILABLE.

1. Curriculum Guide in Physical Education Grades 1-2, 3-4, 5-6, 7-9.
2. Nutrition Education for the Elementary Grades (out of print)
3. Lunch Time in the Rural School
4. Social Recreation
5. Playground Equipment



PROVINCE OF NEW BRUNSWICK

(Report prepared by the Division of Physical Education and Recreation, Department of Education, Fredericton, N.B.)

I. SCHOOLS AND COLLEGES.

A. The Elementary School

1. Time Allotment.

- (a) Physical Education - 3 - 20 minute periods per week (instructional).
- (b) Health Instruction - Depends upon individual teacher's time allotment.
- (c) Recess - 15 minutes daily.

2. Course of Study - General Plan.

(a) Physical Education.

A curriculum Guide in Physical Education, Grades 1-9 has been prepared in cooperation between the province of New Brunswick, Nova Scotia and Prince Edward Island and has been approved and is used in all three provinces. Details of the course of study are included in the section dealing with Nova Scotia.

(b) Health Instruction.

Full details may be found in the Program of Studies for New Brunswick Schools Grades I-VI, and the Intermediate Programme of Studies Grades VII, VIII and IX.

3. School Recreation Programme.

- (a) Recess - Free play with some organized athletic activity.
- (b) Extra Curricular activities - Music, games, special programmes, etc.
- (c) Provision for:-  
Up to local school. General trend is toward providing adequate equipment in schools.  
Programme is supervised by teacher.

4. Minimum Requirements such as affect the school programme of Health Education, Physical Education and Recreation with regard to:-

- (a) Facilities (Gymnasias, Playgrounds, Playrooms, etc.) No minimum standards yet.

## (b) Equipment (Indoor and Outdoor)

No minimum standards yet

## (c) Personnel (Certification)

Standard provincial license

5. Provision of School Health Services.

For cities, service as provided by the Boards of School Trustees. Other than cities service as provided by District Medical Health Officers. Consultant and supervisory service being developed.

6. Special features and new developments.

With new regional high schools being constructed, the best of the old, smaller, schools have been repaired for elementary use or else new schools have been built. Many include an auditorium, gymnasium. Nearly all are being equipped with adequate physical education and recreation equipment.

B. The Secondary School.1. Time Allotment.

(a) Physical Education - 2 hours per week.

(b) Health Instruction - Optional subject.

(c) Recess - 15 minutes daily.

2. Course of Study - General Plan.

Courses of study may be found in the "outline of Programmes of Studies for High Schools".

3. School Recreation Programme.

(a) Recess - Free play - team practice - intramural athletics.

(b) Extra Curricular activities - Cultural activities, athletics, etc.

(c) Provision for:-

Supervision - as for elementary schools.

Equipment - as for elementary schools.

4. Minimum Requirements such as affect the school programme of Health Education, Physical Education and Recreation with regard to:-

(a) Facilities (Gymnasia, Playgrounds, Playrooms, etc.)  
No minimum standards yet.

(b) Equipment (Indoor and Outdoor)  
No minimum standards yet.

(c) Personnel (Certification  
Standard provincial teacher licenses.

5. Provision of School Health Services.

In cities as provided by local authorities. Throughout province, as provided by Department of Health, Public Health Nurses and District Medical Health Officers.

6. Policy regarding excuses from active participation in Physical Education.

Have not sufficient qualified physical education teachers for such policy yet.

7. Policy regarding special Health Services for competitive groups.

Policies are local. Some require doctor's certificate for participation in competitive sports.

8. Policy regarding intra-mural and inter-school competition.

Intra-murals encouraged as much as possible.

Inter-school competition to the extent it will not interfere with instructional or intra-mural programmes.

9. Policy re accidents.

No widespread policy yet. In most schools the schools help out.

10. Special features and new developments.

18 regional schools now in operation - fully equipped for community centre purposes. These have focused increasing interest on all schools as possible centres for community activities.



- C. Colleges and Universities. (The following refers only to such classes as are provided for the general student body and does not include professional schools or courses.)

1. Time Allotment.

- (a) Physical Education (Instruction)

Compulsory. - none.

Voluntary - fulltime voluntary programme.

- (b) Health Education

Compulsory - None provided under "Health Education" May be provided in allied subject matter.

Voluntary - None provided under "Health Education" May be provided in allied subject matter.

2. Course of Study - General Plan.

- (a) Physical Education - Intra-mural and inter-collegiate activities with provision for free play.

- (b) Health Education - none.

3. Elective Recreation Programme.

As per 2(a) with cultural activities.

4. Inter-collegiate Competitive Programme.

Full programme in soccer, rugby, basketball, hockey, swimming, track and field, badminton and tennis.

5. Provision of:-

- (a) Facilities (Gymnasia, Playing fields, etc.)  
Excellent.

- (b) Equipment (Indoor & Outdoor)  
Excellent.

- (c) Personnel (Qualification)  
No policy

6. Provision of Health Services.

Resident nurse, infirmary service, 1.

## 7. Policy re Accidents.

Varies. Some have a plan whereby small payment covers student in all athletic activities. Some have no policy.

## 8. Special Features and new developments.

Mount Allison has a 600 hour physical education course as part of the 1 year graduate course for Bachelor of Education. U.N.B. is initiating this course next September.

# II. TEACHER TRAINING COURSES

## A. Provincial Normal Schools.

### 1. Pre-requisites - .

### 2. Length of Course - 1 year.

### 3. Certification entitles holder to:

Teachers receive Strathcona B Certificate. Can teach physical education along with other courses in school but not as a specialist.

### 4. Time Allotment:

(a) Physical Education. - 3 hours per week  
(instructional).

(b) Health Education - 2 hours per week.

(c) Recreation - Approximately 8 hours per week.

### 5. Course of Study - General Plan.

(a) Physical Education - Prepare teachers to teach authorized courses.

(b) Health Education -

### 6. Provision of:-

(a) Facilities (Gymnasias, Playing fields etc.)  
Gym and playing field.

(b) Equipment (Indoor and Outdoor)  
Fairly adequate.

(c) Personnel (Qualification)  
M.A. degree in physical education

## 7. Provision of Health Services.

Resident nurse. Department of Health Supervision.  
Annual medical examinations.

## 8. In-service training opportunities.

(a) Summer courses provided by the Department of Education:-

1. Physical Education  
6 courses last year and this year.

2. Health Education  
1 course.

(b) Summer and/or extension courses provided by the Universities:-

1. Physical Education  
None.

2. Health Education  
None.

3. Recreation  
Voluntary recreation programmes carried out.

(c) Other Courses

Drama, art, music, handicrafts, this year at U.N.B. - Teachers College Summer School (This school is now a combined effort of the two institutions).

## 9. Special Features and new developments.

In-service teacher training being carried out in schools of this province continually through local teacher's meetings, conferences and individual school visitations.

## B. Faculties or Colleges of Education.

(Courses which lead to certification but not a degree).

Nil.

## C. University Courses leading to a degree in Education which includes certification:-

1. Degree given - Bachelor of Education.

2. Pre-requisites for entrance. - B.Sc or B.A.



3. Length of Course. - 1 year.
4. Certification entitles the holder to:-  
A High School teacher's license (interim until satisfactory experience gained).
5. Time Allotment.
  - (a) Physical Education - 60 hours per year.
  - (b) Health Education.
  - (c) Recreation - Only voluntary.
6. Courses of Study - General Plan.
  - (a) Physical Education.  
No details available.
  - (b) Health Education - only as it applies in the physical education course.
7. Provision of:-
  - (a) Facilities. (Gymnasias, Playing fields etc.)  
Excellent.
  - (b) Equipment. (Indoor & Outdoor)  
Excellent.
  - (c) Personnel. (Qualification)  
College physical education director.
8. Provision of Health services.
9. In-service training opportunities.
  - (a) Summer Courses provided by the Department of Education:-
    1. Physical Education.  
None as yet at University summer schools.
    2. Health Education.
10. Special Features and new developments.  
The above information only applies to Mount Allison and University of New Brunswick. One or two other colleges in the province (denominational) which do not offer education or physical education courses.

D. Advanced and/or Post-Graduate training in teacher training.

After the High School license has been obtained (highest available) teachers usually go outside province seeking a higher degree or for refresher purposes. Salary and promotion depend on local school schedule.

III. COURSES OFFERED IN PROFESSIONAL SCHOOLS LEADING TO DIPLOMAS AND/OR DEGREES IN HEALTH, PHYSICAL EDUCATION AND RECREATION.

None.

IV. PROVISION MADE FOR TRAINING COMMUNITY RECREATION PERSONNEL NOT INCLUDED IN SECTIONS II and/or III.

8. Special Features and New Developments.

Social recreation course (5 weeks) held at Summer School. In service teacher training in music now underway. Handicraft courses of varying lengths and in various types of crafts conducted continuously throughout the province.

V. COMMUNITY RECREATION PROGRAMMES.

A. General Provincial Policy.

Depends entirely on local situation.

1. Promotion. -

2. Services. -

3. Consultation. -

4. Financial Assistance - No Government Assistance.

5. Personnel.

- (a) Recruitment. -
- (b) Training. -
- (c) Certification. -
- (d) Tenure. -
- (e) Superannuation. -

6. Special Features and new developments.

B. Programmes currently in operation.

1. Type

## 2. Organizational Pattern.

City - Recreation commission advisory council staff.

Rural - Council which carries on without benefit of full time staff.

## 3. Financial Support.

In larger centres on a tax supported basis.

In rural districts councils raise their own money.

## 4. Personnel.

Bathurst, Dalhousie, Fredericton, Saint John, Grand Falls, have full time man. Other centres depend on local leaders.

## 5. Activities routinely included.

Playgrounds, athletics, social and cultural activities.

## 6. Special Programme Items. -

## 7. Relative proportions of the public served by:- (Provincially)

(a) Public Recreation. - see below.

(b) Private and/or semi-private agencies.

Only 2 Y.W.C.A.'s in New Brunswick.

Only 2 Y.M.C.A.'s in New Brunswick.

One Community Y.

(c) Non-participants - see below.

Overwhelming majority of people served through public recreation of one type or another.

## VI. GRANTS IN AID - GENERAL POLICY AS IT APPLIES TO SCHOOL HEALTH EDUCATION, PHYSICAL EDUCATION AND RECREATION.

No Grants for physical education or recreation in any way. It is hoped a grant will be soon available to qualified (holding degree) teachers in physical education.

## VII. POLICY, RULES, and/or REGULATIONS REGARDING THE PROVISION OF EQUIPMENT AND FACILITIES.

No provincial policy.



VIII. PROFESSIONAL ASSOCIATIONS, CONFERENCES, ETC.

Maritime Association For Physical Education and Recreation formed last November. About 60 members attended initial conference from Nova Scotia, New Brunswick and Prince Edward Island.  
New Brunswick Teachers' Association - affiliated with Canadian Teachers' Federation.

IX. PUBLICATIONS AVAILABLE.

Films, reference books, booklets, mimeographed material on health, physical education and recreation.

X. NEW DEVELOPMENTS AND TRENDS.

Emphasis to date on part of this Division has been largely placed on school physical education, in leadership training, obtaining full time qualified teachers for larger schools, procuring and distributing programme aids, personnel services, etc.

Upon request however, all possible assistance is given communities in their recreation programmes.

PROVINCE OF QUEBEC

Information in this section has been kindly supplied by the Department of Education in the Province of Quebec and also the Ministry of Social Welfare and Youth, and these are shown as Parts I and II of this report. Part III deals with the professional course offered in the McGill School of Physical Education.

In addition specialized information has very kindly been supplied from the Montreal Catholic School Commission and the Montreal Protestant Central School Board. These are shown as parts IV and V.

In addition a report from the Montreal Parks and Recreation Association, Inc. which operates a recreation programme in the City of Montreal and which has been supplied through the courtesy of Henry E. Stegmayer, Executive Assistant of the Montreal Parks and Playgrounds Association, Inc., is also included. The City of Montreal also operates a civic recreation programme about which no details were available at the time of completing this report.

QUEBEC - PART I.I. SCHOOLS AND COLLEGESA. The Elementary School.

The following information is to be found in the official programme of studies for elementary schools in the Province of Quebec.

"PHYSICAL CULTURE"GENERAL PEDAGOGICAL DIRECTIVESIntroduction.

The necessity of teaching physical culture in schools today is universally recognized.

In order that this teaching may contribute fully to the health of the children, it is necessary to proceed gradually as follows: games, gymnastics and sports.

Playing constitutes a natural activity for children and is necessary for their growth. It must be encouraged and if necessary, directed by the professor.

Certain recognized exercises must be introduced gradually into these games. The number and difficulty of these exercises increase, until they become regular lessons in gymnastics.

Among older pupils sports must be encouraged, that is, sports that, through methodical practice, aim at developing the qualities of the body and certain qualities of the intelligence such as loyalty, energy, perseverance and the spirit of decision.

The practice of physical culture in every way, and the observance of the health rules constitute physical education. It is through physical education that the health and posture of our children can be developed, that their growth can be stimulated, their body harmoniously developed and sane recreational and health habits given to them for their whole life.

Composition of Lessons.

The proposed programme takes into account the age of children, their sex, their locality, their costume. In the composition of these lessons the teacher must also take into account the weather and even the hour of the day.



The different elements that compose these lessons must include a certain progression in the difficulty and the intensity of the exercises.

Gymnastics means movement. The lesson must therefore be very active and interesting. The educative and recreational elements are widely represented in the exercises that appear on the programme.

In order that the lesson may attain its end, one must proceed as follows:

#### First Part

- (a) Preliminary activities order exercises;
- (b) Exercises of the head and inclination of the body back and forth;
- (c) Exercises of the arms;
- (d) Exercises of the legs; balance exercises; exercises of the abdomen;
- (e) Rotation and lateral inclination of the body.

#### Second Part

- (f) General activity exercises; group practice; games or sports; rounds and folk dances;
- (g) Final and calming exercise.

A lesson of 20 to 30 minutes, to be complete, must include at least one exercise of each of the seven groups above-mentioned.

### SPECIAL PEDAGOGICAL DIRECTIVES

#### Composition of groups

For the physical culture lesson, it is preferable to group the children of the same physiological age or at least the children of the same degree. But as the organization of the school does not always allow these classifications, the exercises have been divided to suit three categories of pupils.

#### 1. Children of 5, 6 and 7 years (1st and 2nd grade)

At these ages, children are not interested in educative movements (formal gymnastics) and they must not be aware that they are working to obtain muscular development.

It is the instinctive need for exercise and the joy of living in the enchanted world of imagination that are the main motives of their every act.

Short races, jumps, mimed movements, please them and particularly those that represent manual work, imitation of animals, etc...

Short lessons can also be arranged in the form of mimed stories, the little Red Riding Hood, a walk in the country, playing Indian, the butterfly, a visit to the circus, etc.

Rhythm and song games may serve to a development of rhythm and cadence. But it must not be forgotten that the song and the words are only a way to make them execute the movements.

By presenting the lessons in this way in the form of games, we are assured that the children will participate with all their hearts and we are giving this teaching the aspect of fun, the value of which must not be forgotten.

In order that the exercises may be good for them, a certain discipline must be attained during the very first lesson.

## 2. Children of 8, 9 and 10 (3rd and 4th grades)

With children of 8, 9 and 10 years we still strive to keep the element of pleasure in the gymnastic exercises, but we must moreover:

Aim at good posture;  
 Avoid to tire the heart. Tiredness is very frequent during digestive troubles due to the loss of teeth and to the increase of muscular activity;  
 Start the methodic development of muscles;  
 Prevent or correct certain deformities by appropriate exercises;  
 Develop coordination in the movements as well as skill, courage, self-confidence and self-control;  
 Satisfy the desire for adventure and develop real sportsmanship during games.

## 3. Children of 10, 11 and 12 (5th, 6th and 7th grades)

The child that reaches the fifth grade, must become conscious that he is to preserve his health by methodic exercises and appropriate games.

In general, the movements that increase articular mobility, and corrective movements of posture are the same as those that have been given for children of 8 and 9 years.

However, the games, physical exercises, the exercises that require more muscular coordination or more competition must be adapted to their age.

The application of this programme is made easy by individual tests or by team games.

During these gymnastic exercises one must aim particularly to a better association of movements, to endurance and to rapidity of execution.

The same applies with games where greater attention is required and where greater cooperation is needed between the members of the same team.

As a supplement, let us point out that ordinary walking, races, dancing, popular rounds may be given in the form of organized recreation.

#### EXPLANATIONS ON SETTING-UP THE PROGRAMME

In order to help the teachers to better adapt their lessons to the conditions of the environment, the exercises are given the following conventional marks:

- (a) Recreational exercises or educative exercises required especially are marked A (practical exercise especially in the school yard or in a large room).
- (b) Educative exercises are marked B (exercises executed in the classroom between the desks or in a rather small room.)
- (c) The exercises that a little girl could not execute without a special gymnastic costume are marked C.

The exercises may vary according to the professor's initiative or the local conditions.

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In a multiple division class the lessons are arranged in order to suit the average pupil."

#### "HYGIENE"

##### Pedagogical Directives

Hygiene is the art of remaining healthy. It is first of all a formula of life that has a direct bearing on present and future activity among young people. Therefore it deserves a special place in our programmes, beside religious and civic training, with which it strongly co-operates to assure everyone of a precious sense of balance and of the joy of living.



Teachers must firstly be aware of the vital importance of hygiene. Conservation and preparation of health are among our duties "towards God, our neighbour and ourselves". In this respect the teaching of hygiene is a mission, and an apostolate. By giving himself wholeheartedly to this task the teacher is accomplishing one of the main obligations of his profession. He is working to provide a child with an almost indispensable way of leading a happy and useful life. Moreover, he will be receiving an immediate reward; his pupils being in good health will be more assiduous, more polite, more attentive and will profit by his teaching that will become for them more pleasant and easier.

Health is one of the greatest blessings granted by God to man. Man will have to answer for the way in which he made use of the means at his disposal. We are all the guardians of our own health and in a certain way of our neighbour's health. The educators must make the child aware of his responsibility and provide him, in an attractive way, with the knowledge and the convictions that will help him to conform his life to such a responsibility.

The teacher's activity, however, will be multiple in form. He must teach the child, win his cooperation, and help him live in the conditions most favourable to his sense of balance.

### 1. Teaching

It is probably the least important part of the health programme. The conviction that health is a precious asset, but a perishable one, must become a reality in the children's mind. We will obtain this more by pleading than by giving technical explanations. However, it will be necessary during short and lively lessons to justify the recommended practices, to second them with natural science notions that explain how the body utilizes the different necessary elements with respect to growth and defence. It will be necessary also to strive constantly to give the pupils a sense of respect and admiration for the beauty of the human body and of the universe that is at its service. Scientific aspects will be carefully avoided. Courses will be lively and well adapted to the different articles of the programme.

During the first six years, the lessons will be very simple, and inspired by familiar phenomena of everyday life. The notions appearing in the 7th grade programme will go beyond a certain concise initiation to the wonderful mechanism of the human body, God's masterpiece, and of which we must take great care, declares His Holiness Pope Pius XII.

Besides direct teaching there are many possibilities of integrating hygiene to the other subjects on the programme. To this effect the Teacher's Guide offers appropriate suggestions. Teachers must also take advantage of situations and facts that have any relation with health and hygiene: diseases, accidents, deaths, medical examinations, investigations, excursions, picture shows, etc., to show the value of the principles of a healthy life.

## 2. Supervision and Encouragement

Almost all the articles of the health programme constitute rules and practices to which the children must conform their life. Their graduated distribution requires that they be presented with more insistence at one time or the other during the course, but through frequent admonitions and continuous supervision, one must see to their concrete application in the details of everyday life. The pupils will comply gladly to recommended habits to the extent of the teacher's enthusiasm. If he continuously serves as an example, if he takes great care in watching over every detail of everyday life at school, helps them to cooperate generously to the health services in the school, the pupils will be stimulated and constantly attentive to the subject of their physical and mental health.

## 3. School Health

The teacher will not be content with applying the directives that deal with sanitary school conditions. He must explain the reasons to the pupils, and in order to attain fruitful education he must give them the opportunity of participating themselves to the maintenance of school health. The "Guide for Teachers" provides useful precisions to this effect.

## 4. Cooperation with the Health Services

The expression Health Services means an organization responsible for the pupil's health and for obtaining their cooperation in order to improve and to protect this health, to inform the parents of defects found in their children and correct the latter or remedy to the situation as much as possible. In order that the doctors' or the nurses' visits may be fruitful, the teacher's cooperation is indispensable. The professor will show the pupils the aim and the advantages of these examinations of which the pupils are the first beneficiaries. He will notify the medical officers of school absences caused by a disease or by abnormal situations discovered by himself and of other details capable of helping them.

Between the doctors' and nurses' visits the professor must continually watch over the physical condition of the children. He will take advantage of the daily cleanliness inspection to note the apparent deviations from health. Periodically he will observe growth in weight and figure and put into practice the health habits required to favour this growth. He will search particularly for the physical defects that may hinder intellectual work, such as sight and hearing defects that are easily noticeable. "The Guide for Teachers" gives all the useful instructions to this effect.

## 5. Nutrition

Nutrition must form an essential part of health education. Good nutrition results from the concourse of many elements other than food: rest, exercise, fresh air, sound and joyful life, etc. However, it is based mainly on a balanced diet both in quality and in quantity.

Although he cannot control all factors, the professor must strive to make the child want a healthful diet. Lunch at school can become a realistic nutrition programme. This meal will be the opportunity for the explanation of health rules that have already been taught.

## 6. Physical Culture

Even in institutions where a physical culture professor is hired, the teacher must bring his cooperation to this specialist. Even though physical culture is an essential part of school hygiene and intimately associated to its other components (salubrity, mental health, instruction, health service, nutrition) it constitutes however a particular training and a distinct period of the time-table, distinct from the period consecrated to health itself.

## 7. Mental Health

There exists an intimate relation between physical health and the intellectual and moral behaviour of children. The health programme would be incomplete if it were limited to body care. The mental factors that may be summarized in the joy of living, at home and at school, play an important part in the sense of balance of individuals.

There is no opposition between the ultimate aims of education and those of mental health. Both strive to give self-confidence, self-respect, initiative, courage, a sense of responsibility, competence, the ability of overcoming difficulties and of achieving things, kindness and sympathy towards others, cooperation with others, tolerance with respect to differences of opinion, humility and honesty that allow a person to recognize his or her faults or errors, etc.



By harmonious proportions between desirable liberty and necessary discipline, psychology offers to the children means of expression, the opportunity to succeed, that develop initiative and self-confidence and that give competence while respecting personality or favour its expression.

The teacher must also observe with attention each of his pupils and note his intellectual work and its results, his conduct and its abnormal manifestations, in order to detect the first symptoms of a complex of inferiority or aggressiveness. He must strive to make the adjustments required in the school environment and encourage those that must be done in family and social surroundings.

In the case of children presenting difficult problems, he will ask the help of persons in mental health or social service clinics.

QUEBEC - PART II.Courses in Popular CultureI. Water Safety and Aquatics(a) Responsibility

In the summer of 1949, the Camp Leadership Training School at "Trois-Saumons" and the Canadian Red Cross Society, with the co-operation of the Youth Aid Division of the Ministry of Social Welfare and Youth organized a special course in Aquatic Safety at the school. This course was planned to meet the increasing needs of the many organizations operating camps for young people, holiday settlements, community centres and playgrounds, and to provide for the urgent necessity of expert services for the young people of the province in this field.

(b) Purposes of the Course.

The course consisted of two sessions and instruction was given in: -

- i. Swimming
- ii. Water safety
- iii. Life saving
- iv. The handling of canoes, row-boats, sailing boats and outboard motor-boats
- v. Methods of artificial respiration
- vi. Organization and supervision of bathing beaches
- vii. Beach equipment
- viii. Construction and preferation of bathing facilities for playgrounds, rest camps etc.

The course, which covers both theory and practice is limited to those students who are already competent swimmers.

II. Recreation Leadership Training

Grants-in-aid for Leadership Training Course for Playgrounds, summer camps and holiday settlements have been available from the Ministry of Social Welfare and Youth for the past several years. Two such courses have been inaugurated under the auspices of Laval University and the Playgrounds organization of the city of St. Johns.

## 1. Laval University

The faculty of Social Sciences through its extension services in Social Education, provides annual courses during the academic year for the training of leaders in recreational organization. This academic work is supplemented with extensive practical work at a session held in the latter part of June.

### (a) Course of Study - General Plan

The training of leaders - Study of human behaviour - Group work - organisation techniques - children's libraries - introduction to music, singing, dramatics, dancing, physical education, sports and games for boys and girls, swimming and water safety, nature study and handicrafts.

### (b) Results obtained from these courses.

These courses last a duration of a week apart from the practical work. They are designed to introduce the students to certain working techniques and to instruct them in their use with the children placed in their charge during the holiday season.

## 2. The Playgrounds Organization of the city of St. Johns

A similar course is held each year for a period of six days at the end of June, in the city of St. Johns. The school is Interdiocesan and for the training of leaders of both sexes employed by the Playgrounds organization. Separate courses are given for men and women.

### (a) Course of Study - General Plan

Recreation in contemporary society - playgrounds organization - recreation for young people - administration and financial operation of a Playgrounds organization - technical organization and operation - child psychology - the psychology of leadership - gymnastics (George Hebert system) - handicrafts - swimming and water safety - singing - folklore - demonstrations and special events - introduction to botany - recreational dramatics - religious aspects of playground leadership.

### (b) Results of the course.

The students of this course have shown great zeal and have applied themselves seriously to their few days intensive training with the consciousness that they were being prepared for the immediate task of leadership and education during the holiday period.



### 3. Ordre de Bon Tamps.

The "Ordre de Bon Tamps" or Order of Good Cheer is an organization promoted to encourage sound and enriching recreation for the people. It is directed by a National Council selected from the leaders from each region both men and women. There are now at least fifty local teams and nearly two hundred experienced leaders.

These leaders are trained at an annual camp for a ten day period. The Ministry of Social Welfare and Youth provides financial assistance for this course. The main subjects of study are:- The Philosophy of recreation - individual and community recreation - the need and influence of recreation in society - the relative task of men and women leaders in organized recreation - rhythm and rhythmic - singing the dance - dramatics (plays, community shows, mixed songs, bon-fires etc.) - the art of leadership. The course includes lectures, forums and workshops.

The holding of this summer session permits the interchange of ideas and pooling of resources. It prepares the members of the Order to exercise a greater influence upon the organization of recreation in their respective communities.

### 4. Laquemac Camp

Laquemac Camp is a social training camp designed to train specialists in popular culture. It is organized co-operatively by Laval and McGill Universities. The curriculum includes Recreational Organization and the utilization of such activities as folk singing, dancing and social games. Courses in the techniques of various aspects of recreational organization are provided for students who wish to specialize.

### 5. Catholic Student Youth Camps.

Special training in the running of sports and games at colleges and convents is provided by the directors of this movement in the form of student villages which operate during the summer months for a week at a time. An example of the type of study undertaken at these villages might include the responsibility of the leader towards the community as evidenced by his general competence, his desire to serve, and his team spirit.

The practical results of the courses are the subject of a voluminous report prepared by the women's and men's sections of the organization.

## 6. 4 H Clubs.

During the holiday season each year, the Quebec Forestry Association with the cooperation of the Ministry of Social Welfare and Youth, organizes a series of six study sessions for both the girls and boys in 4 H Clubs. A certified instructor from the Canadian Red Cross Society is attached to each of the centres where he gives courses in gymnastics, first aid, health, swimming and water safety. Each session terminates with a strict examination for all the students.

## 7. Other courses.

The Ministry of Social Welfare and Youth gives financial aid to the organization of a great number of other courses in such subjects as:- social work - domestic training - handicrafts - leadership training. In most of these courses, great emphasis is placed upon the systematic organization of recreation. In some centres such as the Upton School of Practical Home Economics, the Ste - Marie Euphrasie Institute in Montreal and the Maison Ste-Madeleine in Quebec, girls are taught the essentials of social, family and personal health and the principles of first aid.

# III. SPECIALIZED TRAINING SCHOOLS

## 1. Health.

- (a) Teaching. In technical schools, a short course in first aid is given to students in their 4th year. In other less important schools, the teachers take every occasion to introduce the subject of health into their teaching.
- (b) School Health. All the schools which belong to the ministry are kept clean and sanitary facilities are provided. In certain cities and towns, these schools benefit from municipal health services (yearly examinations, detection of diseases and physical deficiencies, etc.). Other schools obtain the assistance of Health units.
- (c) Health Service in Schools. First aid posts are provided in all schools. The equipment provided varies according to the size of the school population. In the larger schools a full-time nurse is provided.

## 2. School Recreation Programme

- (a) Recess. Is taken in the middle of the morning and afternoon in all schools. Hours vary and are largely dependent upon the space available.
- (b) Extra-curricula Recreation. Is left more or less to the initiative of teachers and students; in each school, however, provision is made for leadership.



QUEBEC - PART III.McGill School of Physical EducationCOURSES OFFERED IN PROFESSIONAL SCHOOLS LEADING TO DIPLOMAS  
AND/OR DEGREES IN HEALTH, PHYSICAL EDUCATION AND RECREATION.A. Courses leading to degrees.1. Pre-requisites for entrance.

Jr. or Sr. Matriculation, with including science courses - over all average of 65%.

2. Length of Course.

3 to 4 years. - (4 with Jr. Matriculation  
3 with Sr. Matriculation)

3. Degrees offered in: -

- (a) Physical Education. - B.Sc. (P.E.)
- (b) Health Education.
- (c) Recreation.

4. Course of Study - General Plan.

Broad educational experience in early years - Specialization in P.E. particularly in 4th yr., Biological science solid, Wide contact with many activities.

5. Provision of:

- (a) Facilities. - Fully adequate except for skating rink. Includes stadium, tennis courts, gymnasia, swimming pool, squash court etc.
- (b) Equipment. - Adequate.
- (c) Personnel. - Staff shared (except director) with general physical education department. 5 women - 5 men full time with part time instructors as required.

QUEBEC - PART IV.THE MONTREAL CATHOLIC SCHOOL COMMISSIONDepartment of StudiesPHYSICAL EDUCATION

REPORT ON RECREATION, PHYSICAL EDUCATION AND  
SCHOOL HEALTH EDUCATION IN THE CATHOLIC SCHOOLS  
OF THE CITY OF MONTREAL

THE ELEMENTARY SCHOOL1. Time allotment

- |                         |               |            |          |
|-------------------------|---------------|------------|----------|
| (a) Physical Education: | Grades 1st    | 25 mins.   | per week |
|                         | " 2 to 4      | ..50 mins. | " "      |
|                         | " 5 to 7      | .. 1 hour  | " "      |
| (b) Health Instruction: | Grades 1 to 7 | ..30 mins. | " "      |
| (c) Recess:             | Grades 1 to 7 | ..30 mins. | " day    |

2. Course of Study (general plan)

- (a) Physical Education: Head, arm, trunk, abdominal and leg exercises. Good posture at all times. Competitive games.
- (b) Health Instruction: Growth, foods, healthy eating, digestion, teeth, cleanliness, control of disease, sunshine, fresh air, clothes, rest, safety, etc.

3. School Recreation Programme

Organized games during recess and dinner hour.

4. Minimum Requirements such as affect the school programme of Health Education, Physical Education and Recreation with regard to:-

- |                 |       |
|-----------------|-------|
| (a) Facilities: | None. |
| (b) Equipment:  | "     |
| (c) Personnel:  | "     |

5. Provision of School Health Services

Nurses - - 3 half days per week.  
Doctor - - Once a week.  
Dentist - - Yearly examination.

## 6. Special Features and New Developments

Newly organized Physical Education Department. New Physical Education program, including Special Swimming Course for Grade 5 Girls and Grade 6 Boys.

Also the organization of competitive games during recess and lunch period. Sport leagues (intra-mural and inter-school).

## THE SECONDARY SCHOOL:

### 1. Time allotment

- (a) Physical Education: 1 hour per week.
- (b) Health Instruction: None at present. To be included in new program beginning September 1952.
- (c) Recess: 30 mins. per day.

### 2. Course of Study (general plan)

- (a) Physical Education: Same as Elementary except on a larger scale.
- (b) Health Instruction: None at present.

### 3. School Recreation Program

Same as Elementary School.

### 4. Minimum Requirements such as affect the school programme of Health Education, Physical Education and Recreation with regard to:-

- (a) Facilities: None.
- (b) Equipment: "
- (c) Personnel: "

### 5. Provision of School Health Services

Same as Elementary School, except for 1st Year High. All pupils entering High School have a complete medical check-up in September.

### 6. Policy Regarding excuses from active participation in Physical Education:

In this respect we accept only a medical certificate from the School doctor.

### 7. Policy Regarding special Health Services for Competitive Groups

; First aid only.



8. Policy Regarding Intra-mural and Inter-school Competition

- (a) Intra-mural: To have as many pupils as possible participate in Basketball, Hockey. Touch Football and Volleyball.
- (b) Inter-school: The English Catholic Schools have inter-school competition with the Protestant Schools in both Hockey and Football. The French schools have inter-school competition among "Les Ecoles Primaires Superieures." The girls have no inter-school competition yet on an organized basis.

9. Policy re Accidents

The School Commission accepts no responsibility whatever. Left to discretion of school concerned.

10. Special Features and New Developments

Same as in Elementary Schools plus Educational Films on Sports and Athletics.

We intend to introduce this program in Elementary Schools.

.....

Montreal, June 15, 1951

QUEBEC - PART V.THE MONTREAL PROTESTANT CENTRAL SCHOOL BOARDDepartment of StudiesPHYSICAL EDUCATION

REPORT ON RECREATION, PHYSICAL EDUCATION AND  
SCHOOL HEALTH EDUCATION IN THE PROTESTANT SCHOOLS  
OF THE CITY OF MONTREAL

THE ELEMENTARY SCHOOL

General - Most of the Physical Education is taught by specialists in Physical Education in Grades 3, 4, 5, 6, and 7. Elementary school education in the Province of Quebec is concerned with Kindergarten, Years I, II, IV, V, VI and VII. Primary activities are taught by the classroom teacher in Kindergarten, Years I, II and in some schools in III. Where there are no gymnasium facilities classroom teachers conduct the programme. This is concerned mainly with setting-up exercises and recreational activities. The school day is five hours.

Time Allotment

- a. Physical Education in a gymnasium - two periods of 30 minutes each week.
- b. Health Education is taught by the classroom teacher - approximately one hour per week.
- c. Recess - recesses are 15 minutes for the primary grades 1-3, and 10 minutes for grades 4-7.

Course of Study

- a. Physical Education - a definite course of study is laid down for all activities.
- b. Health Education - McMillan series.

School Recreational Programme - this is included in our Physical Education programme.

Minimum Requirements such as affect the school programme of Health Education, Physical Education and Recreation with regard to:-

- a. Facilities - a newly adopted policy requires all elementary schools to have a gymnasium to two badminton court size 65' X 45'. Present elementary schools have a gymnasium of 35' X 60' - one badminton court, one volleyball court, one basketball court. Equipment similar to new policy. The new gymnasiums allow for two volleyball games to be played simultaneously, two basketball games across the gymnasium, and one full-length game lengthwise. Grounds up to five acres.

- b. Equipment - one vaulting box, one spring board, six mats (hair lock and rubberized canvas), four balance bar benches, jumping standards, six travelling rings, six ropes, twelve section stall bars, piano, victrola, thirty records, twenty-five inflated balls, softball equipment, skipping ropes, bean bags, hoops, bowling pins, tennis balls, and a set of Essex Agility Apparatus.
- c. Personnel - one teacher per seventeen - 20 classes, 3-7 grades included.

Provision of School Health Services - This is undertaken by the City Health Department. A doctor is in attendance for one afternoon or morning each week, or a longer period depending on the size of the school. A nurse is in attendance for double or triple the length of time a doctor serves.

Special Features and New Developments - During the autumn months and Spring months swimming classes are conducted for grade 5 pupils, using the city bath facilities. An annual track and field meet for boys is held at the McGill Stadium. Square dance festival was inaugurated in 1950-51. Each school or group of schools has a play day. Demonstrations are held in each school.

## THE SECONDARY SCHOOL

General - there are physical education specialists and excellent facilities in each of our secondary schools. The school session is five hours per day. The high school grades are 8, 9, 10 and 11, with three schools having a 12th or senior matric school grade.

### Time Allotment

- a. Physical Education - two 40-minute periods for both boys and girls each week. In some schools, because of restricted facilities, the 10th and 11th grades receive only one period of 40 minutes.
- b. Health Education - during the last four years health education has been inaugurated on the high school level and taught by physical education specialists - one 40-minute period per day for grades 8 and 9, and in grades 10 and 11 to pupils taking general courses.
- c. Recess - 5 minutes per day.

Course of Study - there is a course of study for Physical Education and Health Education. Copies attached.

School Recreation Programme - included in Physical Education.



Minimum Requirements such as affect the school programme of Health Education, Physical Education and Recreation with regard to:-

- a. Facilities - new schools will have two gymnasias (electric doors separating) each of three badminton court size approximately 50' X 75'. Present facilities range from an elementary school gymnasium of 35' X 60' to four badminton court size (50' X 100'). One school with swimming pool. One new school with swimming pool. All new schools have one squash court.
- b. Equipment - similar to elementary school and in addition six mats, flying rings, high bar, track and field equipment, extra ball equipment.
- c. Personnel - one teacher for each ten classes.

School Health Service - City Health Department.

Policy regarding excuses from active participation in Phys. Education - Pupils are excused by doctor's certificate.

Policy regarding special Health Services for Competitive Groups - All pupils have a yearly examination.

Competition - Intra-mural and Inter-school - in junior and senior high schools only - no inter-school competition except track and field on the elementary school level.

Policy re Accidents - There is constant vigilance on the part of the physical education staff. The Board has a protective policy which pays for First Aid only.

Special Features and New Developments - There has been a significant interest in more time for Physical Fitness. In our 77 schools under the Central School Board there are 62 physical education teachers and the increase for next year will be 12, making 74. For girls the physical education teachers are organized in an athletic association which conducts a limited programme in inter-school competition. For boys the athletic association is highly organized with the principals as the board of governors. Carnivals will be conducted in rugby and hockey in 1951-52.

QUEBEC - PART VI.MONTREAL PARKS AND PLAYGROUNDS ASSOCIATION, INC.

The Montreal Parks and Playgrounds Association established in 1902, has since pioneered the playground movement in the City of Montreal and neighbouring Communities. This pioneer programme is in the nature of a demonstration service. Neighbourhood areas are serviced through the Association's leadership where civic funds have not been voted quickly enough for rapid programme development and needs.

The programme involves the use of City or privately-owned land for playground, playfield and skating rink purposes. School facilities are also used for adult craft and leadership classes as well as basketball, volleyball and other activities. City or privately-owned swimming pools are at times used for the extension of the programme. An interesting adjunct of the work of the Association is the organization of the Community Garden League which directs neighbourhood garden clubs and horticultural associations.

A secondary function of this Association, is to preserve and petition for the creation and/or preservation of park and play areas. A continual publicity campaign is waged to interpret the far-reaching results of an adequate park-play-green belt plan.

The organizational pattern is thus found in the purposes and aims of the Association. The actual pattern is as follows. Within the framework of the whole Association and its Board of Directors are found two distinct working committees composed of both lay and professional people. One committee, the Playgrounds Committee concerns itself with subjects of kindred interest, whereas the Parks Committee deals with the problem of Park preservation and planning. This latter committee is made up of interested individuals from the community at large. At times both committees function in accord when dealing with matters of mutual concern.

Further, the Association appoints two members to represent the English-speaking Population on the Playgrounds Advisory Committee, constituted to advise the City Executive Committee on Park and Recreation policies. Three other committee members are appointed by the French counterpart - Les Service de Loisir.

The Association activities are carried on on a year round basis administered by a full time staff, consisting of an Executive Director, Executive Assistant, Programme Director and the necessary office and maintenance personnel. During the summer, necessary playleaders are trained and hired to conduct an efficient play programme. Also specialists in handicraft, music, athletics and swimming are maintained on

the personnel roster and pressed into service as the programme demands. Volunteer leaders are also recruited on an overall community basis for activities ranging from leaders for outings to volunteer coaches for baseball or hockey.

Since this Association is one of the agencies of Welfare Federation of Montreal it derives most of its budget requirements through the financial campaign waged by the Federation. Minor grants are also made by the municipality. In some instances, community associations make token contributions to the work of the association.

The normal activities included in the programme are as follows:-

1. Playleaders Institutes and Training Courses.
2. Conduct, Organization and Programming of Playgrounds and Summer Urban Camps.
3. Use of Public school gymnasias for the conduct of sport clinics and leagues.
4. Conduct and maintenance of skating and hockey rinks.
5. Conduct and organization of hockey leagues particularly for the younger boys.
6. Conduct of Learn to Swim classes.
7. Conduct of adult leadership classes in crafts with a view to training volunteers.
8. Organization and advisory Bureau for Adult Community Groups concerned with Recreation.
9. Publicity and Propaganda to interpret to the general public the benefit of a Sound Recreation Policy.
10. Petition and liaison with governmental authorities on the problem of total recreation.
11. Research and interpretation on a provincial level.
12. Conduct of a garden league.

Special programme items are from time to time included. These may be mentioned briefly.

1. Amassing Public Opinion on questions involving leadership and facility.
2. Consulting and advising on layout, use of facilities, and leadership for local civic governments and institutions.
3. Programmes of a citizenship nature e.g. promotion of sportsmanship, U.N. interests, folk song, etc.
4. Participating and assisting in local institutes together with other local interest groups.

The number of people actually served cannot be given with any exactness. Since our programme is not quite institutional in character and membership in activities quite voluntary, and therefore flexible, specific figures cannot give a true picture. However, enclosed please find statistics submitted for 1950.



MONTREAL PARKS AND PLAYGROUNDS ASSOCIATION, INC.

## ATTENDANCE STATISTICS - 1950

PLAYGROUNDS

Benny Farm	- Benny Farm Housing Development, N.D.G.	-17,343
Coolbrook	- Coolbrook Ave., north of Plamondon Ave.	-11,343
St. Antoine	- Calumet Street	- 6,183
St. Laurent	- Gohier Park, Town of St. Laurent	- 10,366
Westhaven	- Westhaven Village Housing Development, N.D.G.	- <u>6,943</u>
		<u>52,178</u>

Popularity of some activities is indicated by the following participation statistics:

	<u>Girls</u>	<u>Boys</u>
athletics	458	452
handicraft	1,631	972
horseshoes	--	476
sandbox	2,000	1,875
singing games	353	--
swimming	596	484
softball	308	1,837
volleyball	289	419

RINKS

Benny Farm	(Jan., Feb., Nov., Dec., 1950)	- 2,352
St. Antoine	{ " " " " " }	- 840
Beaconsfield	( December 1950 )	- 114
Westhaven	{ " " }	- <u>462</u>
		<u>3,768</u>

BASKETBALL CLINICS - Boys

2 Clinics (January, November, December, 1950)	- 313
---	-------

ADULT CRAFT CLASS - Women

1 Class (November, December, 1950)	- 90
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NURSERY SCHOOLS (using our equipment - on loan)

Rosemount Nursery School	(90 days)	- 2,250
St. Laurent Nursery School	(90 days)	- 3,240
St. Andrews Youth Centre	(90 days)	- 10,350
Unitarian Nursery School	(50 days)	- 1,750
Y.M.-Y.W.H.A. Nursery School	(40 days)	- <u>1,800</u>
		<u>19,390</u>

COMMUNITY GARDEN LEAGUE OF GREATER MONTREAL

Number of Districts - 11

Number of Gardeners:	English Speaking	- 701	
	French Speaking	- 131	
	Other Nationalities	- <u>44</u>	

876

French Speaking Section (L'Entraide Familiale) -	700
--	-----

CANNING

Number of cans "put down" in 3 Districts -	
approximately	- 9,200
Estimated value of surplus garden produce canned	- \$ 13,800
Estimated value of produce from the average garden	- \$ 55.
Estimated total value of produce on all registered gardens	- \$ 86,680





PROVINCE OF ONTARIO.

Report prepared from information supplied by McMaster University, Hamilton, Ontario; University of Western Ontario, London, Ontario; Ontario College of Education; University of Toronto, Toronto, Ontario, and the Community Programmes Branch, Department of Education, Toronto, Ontario.

NOTE.

With regard to that section of the report which deals with Recreation, Physical Education and School Health Education in the Elementary and Secondary Schools, the Physical Education Branch of the Ontario Department of Education has advised that: - "no report on Physical and Health Education will be available for the Province of Ontario for the following reasons:-

1. Experimental courses which are being conducted.
2. Changes in courses at University level and teacher training schools.

## 1. SCHOOLS AND COLLEGES

C. Colleges and Universities. (The following refers only to such classes as are provided for the general student body, and does not include professional schools or courses).

### McMaster University - Hamilton, Ontario.

#### 1. Time Allotment

- (a) Physical Education - Two hours per week compulsory activity under supervision for two years of university course. Must satisfy this requirement for graduation.

#### 2. Course of Study - General Plan

- (a) Physical Education - Full class meets the instructor for a brief warm-up period, after which it disperses into groups according to choice of activities, depending on season (outdoors when possible). Activities are as follows: tennis, badminton, basketball, volleyball, touch football, archery, skating, floor hockey, softball, gymnastics, weight-training, horse-shoes, table tennis. Classes are dressed in a uniform manner (white T-shirt, white shorts, running shoes).

- (b) Health Education - No class instruction.

3. Elective Recreation Programme.- Both men and women have a broad intramural athletic programme and 66% of the student body participated in 1949-50. The activities are as follows:

Men. Badminton-Basketball-Bowling-Curling-Golf-Tennis-Track and Field-Swimming-Skiing-Rugby-Hockey-Volleyball-Soccer-Road Race-Rifle Shooting.  
Women. Archery-Badminton-Basketball-Bowling-Curling-Fencing-Field Hockey-Golf-Tennis-Track and Field-Swimming-Skiing-Softball-Volleyball.

4. Intercollegiate Competitive Programme - Men.  
 Basketball-Fencing-Golf-Tennis-Track and Field-Harrier-Swimming-Rugby-Hockey-Soccer-Rifle Shooting.  
Women. Basketball-Tennis-Swimming-Volleyball.

## 5. Provision of:-

- (a) Facilities - Drill Hall (Converted air force hangar) serves as large gymnasium with markings for six badminton courts, four volley-ball courts, two basketball courts and accommodation for lockers, showers, two class rooms, wrestling room and offices.  
Outdoor facilities include one rugby field with surrounding quarter-mile track, three soccer fields, two softball diamonds, outdoor ice hockey rink, four horseshoe pitches, two jumping pits, etc.
- (b) Equipment - Six basketball back-boards, badminton and volleyball nets, weight-training equipment, mats, parallel bars and pommel horse, miscellaneous athletic equipment.
- (c) Personnel - Ivor Wynne, B.A., M.S., Director of Physical Education and Athletics.  
L. A. Prince, broad civilian and RCAF athletic and recreational background.  
Joan M. Christie, B.P.H.E. (Toronto).

## 6. Provision of Health Services

- (a) All first year students receive medical examination on registration.
- (b) Doctor has stipulated one hour on campus daily at disposal of students for examination and treatment.
- (c) Mobile unit of Provincial Department of Health visits annually for T.B. X-ray.
- (d) One full-time nurse on campus.
- (e) Two infirmaries in Men's and Women's residences for needs of resident students.

## 7. Policy re accidents

All students are covered to the extent of \$500.00 for each accident sustained between September 15th and May 15th (the university session). The accident need not occur on the campus or under University supervision or support.

## C. Colleges and Universities (Continued)

### University of Western Ontario - London, Ontario.

Three administrative units are involved in programme: - The Department of Physical Education, the Department of Athletics (Intercollegiate and Intramural Athletics), and the Health Service Unit.



## 1. Time Allotment

### (a) Physical Education (Instruction):

- i. Compulsory - Freshmen & Sophomores - 2 hours per week for the duration of the school year.
- ii. Voluntary - Juniors & Seniors - For any period from the completion of the length of one sports teaching course to participation for the school year - 2 hours per week.

### (b) Health Education -

- i. Compulsory - Freshman only - 1 hour per week for 1 term - 12 lectures.
- ii. Voluntary.

## 2. Course of Study - General plan in operation:

### (a) Physical Education -

- i. Administered by the Department of Physical Education in University College.
- ii. Facilities and equipment are provided by the University through general funds and student fees.
- iii. Instructional personnel include full time members of staff and some part time people with special skills and qualifications.
- iv. Both men and women are administered in the one department.
- v. Two years of credit for physical education is required for graduation purposes.
- vi. Juniors and Seniors may elect physical education and have it count towards graduation.
- vii. Students are placed in the program on the basis of medical examinations and classification tests. At present the Springfield Strength Index is used as a classification device to screen out those requiring conditioning and strengthening activities. All Freshmen are required to take a swim test, and those unable to pass the test are assigned to swimming classes until such time as they can pass the test.
- viii. To obtain credit for physical education students must be under instruction.
- ix. The program of instruction is essentially of a sports teaching nature.  
Fall activities on an instructional basis are carried out in Track and Field, Soccer, Tennis, Golf, Touch Football for the men and Tennis, Golf, Archery and Softball for the women.

Winter activities for men are Advanced Swimming, Life Saving, First Aid, Basketball, Boxing, Wrestling, Fencing, Volleyball, Badminton, Stunts and Tumbling and Skiing. For women the activities include Fencing, Gymnastics, Folk Dancing, Modern Dancing, Badminton, Swimming, Correctives, Bowling and Volleyball.

Administratively, classes are organized on a three semester basis. Each period of instruction is 8 weeks in length exclusive of time for testing. Students may elect sports instruction provided that they complete swimming tests and their medical classification is satisfactory. Competencies in physical education must include: two team games, one combative and one individual activity for men; one team game, two periods of the dance and one individual activity for women.

- x. Special instruction and assignments are given to individuals requiring individual attention (under medical direction).

(b) Health Education:

- i. Administered and carried out since 1948-49 by the Health Service Office.  
Previous to that time it was given by the Department of Physical Education.
- ii. Both men and women are given the course of lectures.
- iii. Health consultations are carried out by the Health Services. Students may be referred by the Department of Physical Education.

3. Elective Recreation Program:

(a) Men:

- i. Under the control of the Athletic Association of the University of Western Ontario.
- ii. Directed by a full time staff member.
- iii. Equipment provided for through student athletic fees. Facilities provided by the University.
- iv. Competitive activities organized on a graduating year and interfaculty (meds, arts, science) basis.
- v. Program of activities: - Basketball, badminton, bowling, golf, hockey, six man football, swimming, tennis, track, volleyball.

NOTE: Voluntary participation in sports or games outside of organized activities has been limited to badminton, tennis, and skiing to date. In the fall of 1950 much more activity time may be set aside for this purpose. Badminton and skiing are organized as coeducational activities on a club basis.

## (b) Women:

- i. Under the control of the Women's Athletic Committee who are responsible to the Athletic Association of the University.
- ii. Directed by a full time staff member.
- iii. Equipment provided for through student athletic fees. Facilities provided by the University.
- iv. Competitive activities organized on a graduating year and interfaculty (meds, arts, science) basis.
- v. Programme of activities: - Archery, badminton, basketball, bowling, golf, softball, swimming, table tennis, tennis, volleyball. Interwestern: (affiliated colleges) - Field day, volleyball and badminton meet, swimming meet and basketball schedule.

NOTE: Voluntary play outside of organized activity has been limited to bowling, badminton, skiing and tennis to date. In the fall of 1950 much more activity time may be set aside for this purpose. Badminton and skiing are organized as coeducational activities on a club basis.

4. Intercollegiate Competitive Program:

- (a) Under the control of the Athletic Association of the University of Western Ontario.
- (b) Administered by the Director of Athletics who is the Secretary of the Athletic Association.
- (c) Financed mainly through student fees and receipts from athletics.
- (d) Facilities provided by the University.
- (e) Women's program directed by the Director of Athletics for Women who is responsible to the Director of Athletics for the University.
- (f) Activities:
  - i. Men: Football (2); Track (2); Boxing, Wrestling and Fencing (2); Swimming (2); Basketball (2); Tennis; Golf (2); Badminton (2); Harrier; Hockey.

NOTE: Where the figure (2) follows the activity, teams are entered in both Senior and Intermediate competition. See the Handbook of the Canadian Intercollegiate Athletic Union for further details.



- ii. Women: Archery; badminton; basketball; swimming; tennis. Volleyball and hockey are on an invitation rather than a regularly scheduled basis. Competition is held with McGill, Queen's, Toronto, McMaster and O.A.C.

(g) Details of organization can be obtained from the Athletic Association Handbook.

## 5. Provision Of:

### (a) Facilities:

- 1. Outdoor - Approximate acreage 14 acres which includes:

- 3 - soccer pitches (one regulation and two practice)
- 2 - football fields (one practice and one regulation)
- 1 - archery range (4 targets)
- 1 - practice golf area
- 2 - softball diamonds
- 1 - six man football field
- 2 - volleyball court areas
- 1 - practice field for field events (javelin, discus, shot)
- 1 - quarter mile track.

A Stadium seating about 12,000 (maximum capacity at present) containing the regulation football field and the quarter mile track.

Additional space can be used to add to the number of softball diamonds, volleyball courts, archery ranges and golf practice areas.

NOTE: Student membership privileges are also provided on an 18 hole golf course which surrounds the University.

### ii. Indoor:

- a swimming pool 75' x 35' seating capacity - 450  
1 metre and 3 metre spring boards.
  - a gymnasium 153' x 80' divisible by an electrically operated door into two areas - one for men and one for women. Total seating capacity - 1800.
- Floor markings include:
- 6 - badminton courts
  - 3 - volleyball courts
  - 3 - practice basketball courts
  - 1 - combatives room (boxing and wrestling)
  - 1 - individual exercise room
  - 1 - dance studio
  - 2 - units of locker, drying, shower, and tote basket room facilities (men and women)
- storage rooms and classroom and meeting room space as well as administrative office space.

## (b) Equipment: (indoor and outdoor)

- i. Adequate to take care of requirements for student use in Intramural games and activities as well as physical education classes.
- ii. Class sets of equipment in golf, boxing, apparatus work, fencing, tennis, badminton, track, archery, volleyball, basketball and squash racquets are available for instructional purposes.
- iii. All playing areas are fully equipped with capital equipment and the stadium contains dressing room and showers as well as a trainers room equipped with a heat lamp.
- iv. PA systems and special lighting units, projectors and record players and pianos are also available.

## (c) Personnel:

- i. The same general University requirements for faculty rank apply to all departments including Athletics and Physical Education.
- ii. Both Athletics and Physical Education use the same personnel in their programs.
- iii. All instructional personnel have a faculty rating.
- iv. A few part time people are used in the program where they have special qualifications, but general policy suggests that instruction and other specialist duties be carried on by full time members of faculty.
- v. Seniors in the Honors Course in Physical and Health Education are given teaching assignments in the service program under staff direction.

6. Provision of Health Services:

- (a) Directed by a physician with assistance from a nurse and secretary.
- (b) Set up as an administrative unit under University College.
- (c) Financed through student fees (\$5.00 per year).
- (d) The nurse is provided through a contractual agreement with the V.O.N.
- (e) Student Hospital and Surgical Insurance is provided. The premium is \$10.00 per year (a printed leaflet describing the scheme in detail is available on application).

(f) The service includes:

- i. The Medical Examination of all students during the first week or registration
- ii. An X-ray examination for all entering freshmen, all medical and nursing students and graduate students yearly (X-ray of staff and faculty are given at longer intervals).
- iii. Follow-up work on students screened out by medical or X-ray examinations.
- iv. A consultation service for accidents, sudden sickness and general health problems of university students.
- v. The administration of the student health insurance scheme.
- vi. The coordination of student health records for use in research by the medical school or other health authorities.
- vii. A series of health education lectures given to all freshmen during their first term at the University.

NOTE: A hospitalization and health insurance scheme is also in effect for faculty and staff.

#### 7. Policy Re Accidents:

- (a) An emergency program for accidents and sudden sickness is in operation.
  - i. First aid boxes are maintained at various strategic points (stretcher and splints included).
  - ii. A telephone list of police, emergency phones at hospitals, Health Service office, faculty and staff trained in first aid, is posted at strategic points.
- (b) The University carries public liability insurance.
- (c) The Health Service Office will take care of immediate first aid requirements.
- (d) All possible accident preventive measures are taken with regard to equipment and facilities.
- (e) Departmental Policy concerning accidents includes:
  - i. A physician present at all major athletic events.
  - ii. The familiarity of instructors with first aid services available and safety measures in various sports.
  - iii. The limitation of anything done to immediate first aid measures only.
  - iv. Responsibility for calling a physician in the hands of the family or University Health Services.



- v. The use of Hospital emergency services where necessary.
- vi. Instructors trained in first aid.
- vii. The use of an accident report form on all accidents taking place in connection with all classes or sports events.

## 8. Special Features and New Developments:

### (a) Special Features:

- i. The Department of Physical Education is a composite department including both men and women.
- ii. Administrative space includes Athletics and Physical Education as well as men and women in one section.
- iii. Teaching outlines on the following sports have been developed for use in the Physical Education program outside of professional courses:  
     Badminton; Bowling; Boxing; Basketball; Soccer; Stunts & Tumbling; Swimming (beginners); Track & Field; Volleyball.  
 Other teaching outlines are in the process of completion and most of them are adaptations of teaching outlines used in professional courses.

### (b) New Developments:

- i. The move into "Thames Hall", the new physical education building, will mean an expansion of program in many respects.
- ii. A proposal has been made and recently passed by the University faculty to waive the requirement for freshmen and sophomores provided that they can show necessary competencies in several areas. Students however, may still elect to take physical education in all four years. It is proposed that the program will begin in the fall of 1950. Further details will be available later.
- iii. New Handbooks for Intercollegiate Athletics, Intramurals and Physical Education will be issued shortly.

## II. TEACHER TRAINING COURSES

### A. Provincial Normal Schools.

Information on the current situation in the Normal Schools in Ontario was not available. There are Normal Schools at Hamilton, London, North Bay, Peterborough, Stratford, Toronto, Ottawa, and at the University of Ottawa for French speaking Teachers in Training.

## B. Faculties or Colleges of Education.

### Ontario College of Education.

There is only one such institution in Ontario, maintained and directed by the Department of Education through the University of Toronto.

Courses in Education, which lead to certification, are offered on a graduate basis but no degree is granted. All entrants must hold a Bachelor's degree in an approved course with approved standings. In addition, students are required to pass a qualifying examination on entrance.

In addition to the subjects required of all students, the course offers a choice of options the selection of one of which is obligatory. The College offers a course in Physical Education for both men and women as one of these options. These courses lead to:

- (a) a High School Assistant's certificate -- Type A Certificate in Physical Education. (Entrants must be graduates from a course in Health, Physical Education and Recreation)
- (b) an Elementary certificate in Physical Education. (Entrants must hold a general Arts degree)

The College has two gymnasias with standard equipment.

## III. COURSES OFFERED IN PROFESSIONAL SCHOOLS LEADING TO DIPLOMAS AND/OR DEGREES IN HEALTH, PHYSICAL EDUCATION AND RECREATION.

### A. Courses leading to a degree.

NOTE: In Ontario, a distinction is made between an Honours and a Pass Course. In an Honours Course not only is the work at a higher level and an extra year required for the course, but a higher standard of achievement is required throughout the whole course. In each year, the student must achieve 1st or 2nd class honours in the honours subject or he must revert to a pass course.

In this section information was requested from the University of Toronto, the University of Western Ontario and Queen's University, all of whom are operating professional courses in this field. No reply has been received from the latter.

University of Toronto - School of Physical and Health Education.

1. Prerequisites for entrance.  
Secondary School Graduation Diploma (Grade XII)  
(Junior or Pass Matriculation)  
or Certificate (Grade XIII) (Senior Matriculation)
2. Length of Course.  
3 years beyond Senior Matric. ) Degrees given compar-  
or 4 years beyond Junior Matric.) able to Pass Arts Degree.
3. Degree Offered.  
B.P.H.E. (Bachelor in Physical and Health Education).
4. Course of Study.

Year I.  
Academic Subjects 19 hours.  
Physical Education Theory 1 hour.  
Physical Education Activities 7 hours.

Year II.  
Academic Subjects 18 hours.  
Physical Education Theory 2 hours.  
Physical Education Activities 7 hours.

Year III.  
Academic Subjects 14 hours.  
Physical Education Theory 5 hours.  
Physical Education Activities 9 hours.

University of Western Ontario - The Honours Course in Physical and Health Education and the Honours Course in Recreation.

1. Prerequisites for entrance.  
Selective admission, guidance and placement are stressed.  
  
The completion of the first two years with an average of at least 60% in the subjects taken in the University is required.
2. Length of Course.  
4 years beyond Senior Matric.  
5 years beyond Junior Matric. (This includes one year of general arts in lieu of Grade XIII.)
3. Degree offered.  
Physical and Health Education Option - Degree of B.A.  
This course satisfies the academic requirements for the Physical Education Type A Certificate of the Department of Education of Ontario.  
Recreation Option - Degree of B.A. This course satisfies the academic requirements for the Type B Certificate of the Department of Education of Ontario.



#### 4. Course of Study.

##### Year I.

General Educational Subjects (12 - 14) credits.

Professional Subjects (6 - 8) credits.

##### Year II.

General Educational Subjects. 12 credits.

Professional Subjects. 8 credits.

For admission to the third year an average grade of 66% in professional subjects and an average grade of 60% in general educational subjects is required.

##### Year III.

Physical and Health Education Option.

General Educational Subjects. 10 credits.

Professional Subjects. 11  $\frac{1}{2}$  credits.

##### Recreation Option.

General Educational Subjects. 9 credits.

Professional Subjects. 11 credits.

For admission to the fourth year the average of all professional subjects of the third year must be at least 66% and the average of all other subjects at least 60%.

##### Year IV.

Physical and Health Education Option.

General Educational Subjects 8 credits.

Professional Subjects 13 credits.

##### Recreation Option.

General Educational Subjects 9 credits.

Professional Subjects 10  $\frac{1}{2}$  credits.

#### 5. Provision of:-

##### (a) (b) Facilities and Equipment.

Thames Hall, with its Memorial Pool and Memorial Gymnasium, contains in addition dance studio, craft shop, photographic dark room, games room, special exercise room, combative room and provision for audio-visual aids, etc. The 300-acre campus of the University has ample playing fields, including a golf course, and the Memorial Stadium.

##### (c) Personnel:-

The faculty of the Department includes: 2 professors, 1 Assistant professor, 2 lecturers, 4 instructors, 5 special lecturers.

#### IV. PROVISION MADE FOR TRAINING COMMUNITY RECREATION PERSONNEL NOT INCLUDED IN SECTION II AND/OR III

##### 1. Types of Courses offered:-

- (a) For municipal recreation directors - a course of approximately one week's duration put on by the Community Programmes Branch of the Department of Education. Course content and organization is arranged in cooperation with the Recreation Directors' Federation and the authorities of one of the Universities. These courses have been held at a different university each of the past three years.
- (b) Courses for voluntary and/or semi-professional local leaders sponsored by the Community Programmes Branch in cooperation with local recreation authorities for training volunteer recreation workers from a number of localities or communities. For example, a course for playground leaders at Brantford - attended by those persons who were to be put in charge of various playgrounds during the summer. Candidates to this course came from a number of communities adjacent to Brantford, as well as from Brantford itself. This course was organized and operated by a Committee representing the localities interested, in cooperation with the representative of the Community Programmes Branch.
- (c) Local training course operated by municipal recreation committees and other recreation agencies. For example (a) a Course for training life savers or swimming pool supervisors in a place the size of Hamilton could be operated entirely by the local Recreation Committee or (b) a training course for Boy Scout Patrol leaders in a medium sized city would be operated by a local Boy Scout Association.

Note-Generally speaking (c) type of course can be put on by a large municipality which has a sufficient number of leaders to make the operation of the course financially and otherwise economically possible.

##### 2. Prerequisites for Entrance

- (a) Candidates must be directors employed by municipalities having recreation committees properly established under Regulations for Programmes of Recreation (O. Reg. 21/49) made under the Department of Education Act, Province of Ontario.

- (b) Candidates should already be taking part in local leadership or should be prepared to do so upon completion of the course.
- (c) Varies according to rules set down by the organizing or sponsoring agency.

3. Length of course

- (a) Approximately one week.
- (b) Varying from 10 hours up.
- (c) Varies according to local preferences.

4. Residential or non-residential

- (a) Residential.
- (b) Non-residential.
- (c) Non-residential.

5. Course of Study

- (a) See attached.
- (b) Varies according to activity or subject to be covered.
- (c) ditto.

6. Completion of course leads to -

- (a) Improved skills and increased knowledge - certificate of attendance at this course is issued.
- (b) Improved skills and increased knowledge - question of certificate now being considered.
- (c) Improved skills and increased knowledge - certification depends upon the Agency sponsoring the course.

7. Provision of Facilities, Equipment and Personnel -

- (a) Facilities and equipment by the cooperating University. Personnel provided by specialist advisory staff of Community Programmes Branch, Recreation Directors' Federation, the participating University and usually some outstanding man in the field of Recreation.



(b) Facilities and equipment usually provided by local authorities. On occasion certain specialized equipment provided by Community Programmes Branch. Personnel provided by Community Programmes Specialist and Advisory staff or Instructors specially hired for the purpose of the course.

(c) All provided by Local Authorities.

#### 8. Special Features and new Developments -

(a) In this course financial assistance has been provided by the Community Programmes Branch towards the travelling expenses of those attending the course.

(b) These courses are mainly to assist the smaller communities which would be unable for economic reasons to operate training courses on their own and where the number of leaders in each community would make it impossible to find a sufficient number qualified to attend.

(c) These courses would be operated by a large municipality for its own employees or volunteer workers or would be carried out by a recreational organization entirely on its own. Very little information is available about any course under (c).

### V. COMMUNITY RECREATION PROGRAMMES

#### A. GENERAL PROVINCIAL POLICY

##### 1. Promotion

The purpose of the Community Programmes Branch of the Ontario Department of Education is to assist in the development of recreation and adult education in the Province of Ontario. In the strong belief that the main growth of recreation and adult education will best take place under community auspices the services of the Branch are designed to encourage and promote local initiative and acceptance of responsibility.

##### 2. Services

Advisory and consultant service provided by technical staff, operating from headquarters in Toronto and by a field staff operating from six district offices throughout the Province. Stimulation and assistance is also provided in the organization and operation of leadership training courses. Material resources to assist local communities, groups and leaders are provided through printed programmes aids; drama, music, and technical recreation libraries; loaning of resource materials; displays; etc.

### 3. Consultation

See above.

### 4. Financial Assistance

Regulations under the Department of Education Act provides for annual grants to municipalities carrying on Community Programmes of Recreation. These grants are based on the amounts paid for:-

- (a) leadership, and for
- (b) approved maintenance and operating costs.

The amount of the grants are 33 1/3% of A, and 20% of B. There are certain maximums which limit the amount which may be paid. Regulations further provide for assistance where municipal councils carry on a joint programme and in cases where certain committees carry out area community programmes.

Regulations also provide for grants to Provincial organizations which conduct a programme of recreation and are not eligible for a grant under the foregoing.

Other regulations under the same act provide for grants to organizations conducting camping programmes on a non-profit basis. These grants are based on the number of campers and the length of time each is in camp.

### 5. Personnel

- (a) From various sources.
- (b) Period of in-service training followed by staff conferences and attendance at various recreation association gatherings.
- (c) There is no certification.
- (d) and (e) Employees are Provincial Civil Servants and have the security and tenure of office and Superannuation of every Ontario Civil Servant.

The foregoing refers to personnel of the Community Programmes Branch of the Ontario Department of Education. Employees of Municipalities do not come under Provincial jurisdiction and are employed by and responsible to local Municipal Authorities, each of which has its own methods of recruitment, training and otherwise dealing with its employees.

## 6. Special Features and New Developments

A digest has recently been prepared of all legislation affecting recreation in the Province of Ontario.

## B. PROGRAMMES CURRENTLY IN OPERATION

### 1. Type

Varies from community to community. Some being restricted to athletic or sports activities while others have a well rounded programme which includes all types of recreation activities.

### 2. Organizational pattern

In most communities the pattern is the same inasmuch as no one agency has complete control of all recreation activities. Private agencies, public agencies and municipal organizations all participate. In very few communities is any effort made to investigate the part played by each of these agencies and co-ordinate their efforts.

### 3. Financial Support

This comes from a number of sources, private and public, and in some instances in a number of the larger communities public funds obtained through taxation are appropriated by the municipal authorities for use in carrying out community recreation programmes.

### 4. Personnel

Both voluntary workers and paid professional workers are employed.

### 5. Activities routinely included

Almost any activity can be found in some programme somewhere in the Province.

### 6. Special Programmes Items

Halloween Parties  
 July 1 - field days, carnivals, etc.  
 Camps for Junior Farmers  
 Olympiads (3 or more communities together)  
 Soap Box Derby  
 Film Workshops  
 Family Fun Radio Broadcasts.

### 7. Relative proportion of the public served by

No statistics available.



## VI. GRANTS IN AID - GENERAL POLICY AS IT APPLIES TO SCHOOL HEALTH EDUCATION, PHYSICAL EDUCATION AND RECREATION

### Recreation

Regulations under the Department of Education Act provide for annual grants to municipalities carrying on community programmes of recreation. "Community Programmes of Recreation" means a Community Programme of Cultural, Educational, Physical and Social Activities conducted on a non-profit basis by a Recreation Committee appointed by the Municipal Council under a special by-law. The amount of the grants depend upon the amount expended by the Committee for leadership, maintenance, and operating. For further details see Section V, Paragraph 4.

### Physical Education and Health Education

Regulations under the Department of Education Act, provide for annual grants to school boards in the Province operating public and separate schools, high schools, continuation schools, and vocational schools. In respect of public and separate schools, these general legislative grants are paid on a dual basis. Firstly, on the basis of \$16.00 for each pupil of average daily attendance; and secondly, from 16% to 92% of the approved cost. These costs include charges in respect of salaries, text books, library books, and capital outlays and repairs up to a certain minimum. The total grants made in this way generally must not exceed 90% of operating.

For high schools, grants are made of a percentage of approved costs (ranging from 15% to 85% depending upon the population and the type of area); these approved costs include capital outlays for new buildings, additions to buildings, or equipment. In continuation schools and vocational schools, a grant is generally 50% of the approved costs. In addition to these, grants are made up to 120% of instructional salaries based on a fixed sum per pupil, ranging from \$40.00 to \$140.00 for high schools; \$60.00 to \$100.00 for continuation schools, and \$70.00 to \$150.00 for vocational schools.

## VII. POLICY, RULES, AND/OR REGULATIONS REGARDING THE PROVISION OF EQUIPMENT AND FACILITIES

The Province of Ontario, through the Department of Health, issues regulations in connection with the Construction and Maintenance of Swimming Pools. Through the Department of Agriculture regulations have been made governing the conditions under which grants are made towards the construction of community centres (under the Community Centres Act.).

With regard to grants for the provision of school equipment and facilities, see VI above. No other information was made available on this subject in answer to request.

# VIII. PROFESSIONAL ASSOCIATIONS, CONFERENCES, ETC.

There is only one Association of professional recreation directors in Ontario - Recreation Directors' Federation - Secretary Mr. R. Hanagan, Woodgreen Community Centre, Queen Street East, Toronto.

The Canadian Association for Health, Physical Education and Recreation, has branches in most of the many centres of population in Ontario.

There are a number of Associations for teachers in Ontario Schools in the province. All of these are affiliated with the Ontario Teachers' Federation. They are:- The Ontario Secondary School Teachers' Federation  
The Federation of Women Teachers' Associations of Ontario.

Ontario Public School Men Teachers' Federation  
Ontario English Catholic Teachers' Association  
L'Association de L'Enseignement francais de l' Ontario

# IX. PUBLICATIONS AVAILABLE

## Issued by Community Programmes Branch

- (a) Regular monthly publication "Community Courier".
- (b) Catalogue of plays (for reading only) and drama source material.
- (c) Drama organization and production, etc., informational booklet.
- (d) Film Catalogue.
- (e) Digest of legislation in Ontario affecting recreation.
- (f) Pamphlet "Recreation in Ontario".
- (g) Regulations - Programmes of Recreation (O. Reg. 21/49).
- (h) Regulations - Camping, athletics and physical education. (O. Reg. 85/48).
- (i) Discussion guide pamphlets on use of parent education films.

## Issued by other branches of the Departments of Education

No information was made available or such publications, in answer to request.

# X. NEW DEVELOPMENTS AND TRENDS

Increased interest in the use of films as visual aids.  
Increased interest in Art and Folk Dancing.  
Evidence of attempts to improve standard of Summer Playgrounds as shown by operation of more playground leaders training courses by local authorities.  
Formation of Youth Division of Ontario Recreation Association.  
Increased interest in Rural Community High Schools.

PROVINCE OF MANITOBA

(Report prepared by the Physical Fitness and Recreation Branch, Department of Health and Public Welfare, Winnipeg, Manitoba)

I. SCHOOLS AND COLLEGESA. The Elementary School (Grades 1 - 6)1. Time Allotment(a) & (b) Physical Education & Health Instruction

Ten per cent of curriculum time is to be devoted to Health and Physical Education. This works out to about three periods of instruction per week, of 45 minutes per period. Formal instruction in health, in such a scheme, may cover one of the three above periods. It is recommended that teachers and principals integrate the work in Health Education with all subjects in the curriculum.

(c) Recess

The usual practice is to have two fifteen minute periods per day, one in the morning and one in the afternoon. While it is recommended that these recess periods be devoted to supervised play, this does not always occur.

2. Course of Study - General Plan(a) Physical Education

The curriculum guide has been revised and is now available to teachers in the elementary section of the school.

(b) Health Education

The curriculum guide was revised in 1950.

3. School Recreation Programmes(a) Recess

Theoretically, and in most cases in practice, recess is in charge of the classroom teacher. Larger schools have a teacher rotation system of what is really "policing".



(b) Extra-Curricular Activities

The conduct of these activities varies in form. In most places they are under the direction of the classroom teacher. In larger centres such as Winnipeg and suburbs, Athletic Associations, composed of teacher representatives, operate programmes.

(c) School Recreation Programme - Provision for:

(i) Supervision - The classroom teacher is responsible in most cases except in large schools.

(ii) Equipment - Usually at a minimum. The Public Schools Act which gives authority to school trustees to provide equipment is not always followed. Sometimes equipment is purchased through funds raised by concerts, etc. It seldom reaches the standard as laid down by authorities.

4. Minimum Requirements, etc.

(a) Permissive legislation respecting facilities is included in School Act.

(b) Equipment: No requirements are made although standards are suggested.

(c) Personnel: No specialist or certificated requirements are laid down. The (Manitoba Physical Education Association) has recommended to the Department of Education that a specialist certificate be granted on basis of extra training in field of Physical Education.

(Now the CAHPER-Manitoba Section)

Normal School training includes about 48 hours in Health and Physical Education theory and practice during the one year course, plus an additional 68 hours at summer school.

5. Provision of School Health Services

Under Section 135 (e) of Public School Act the trustees may, with the consent of the Department of Education and subject to provisions of Public Health Act, establish and administer a system of medical inspection of schools and to make such arrangements as may be necessary for health, cleanliness and physical condition of their respective schools.

## 6. Special Features, Etc.

Recognition of the place of Health, Physical Education and Recreation has been slow in our schools. But these subjects are coming to be accepted as values are recognized. The big task ahead of us is approaching accepted standards.

### B. THE SECONDARY SCHOOL (Jr. High - Grades 7, 8, & 9); (Senior High - Grades 10, 11, 12)

#### 1. Time Allotment

##### (a) Physical Education and Health Education

Where practical arts are taught in the school, only 5% of curriculum time is devoted to Physical Education and Health Education; otherwise, 10% of the curriculum time is given. This is in Junior High Grades.

In Senior High School Grades - 6-8% of the curriculum time is devoted to the subjects.

Again Health Education is to be integrated with such subjects as biology, general science, etc. The Physical Education teacher may or may not be responsible for the teaching.

##### (b) Recess

Two periods per day, of 15 minutes each, in Junior High School.

In High School, short breaks are given although it is not so necessary in the large schools since pupils walk from class to class.

#### 2. Courses of Study

These are available on application to the Department of Education, Manitoba.

#### 3. School Recreation Programme

##### (a) Recess

In Junior High School supervised play is carried on at times but it is not emphasized.

##### (b) Extra-Curricular Activities

These are well organized in the larger centres like Winnipeg, Dauphin, Brandon, etc.

(c) Provision for:

- (i) Supervision - Recess activities are under supervision of the classroom teacher as are extra-curricular activities. In larger centres such as Winnipeg, administrative work is done in central office.
- (ii) Equipment - Adequate equipment for extra-curricular play is furnished in larger centres. However, insofar as instructional work related to extra-curricular play is concerned, the vast majority of schools are below standard.

4. Minimum Requirements

- (a) and (b) - No compulsory minimum has been laid down. In the curriculum, however, a suggested minimum has been given as to facilities and equipment.
- (c) Personnel: Junior High teachers are those who hold permanent certificates. In order to secure these, classroom teachers receive an additional 40 hours instruction which is predominantly instruction in physical and health education.

5. Provision of School Health Services

See Elementary School, No. 5.

6. Policy Regarding Excuses from Active Participation

There is no departmental policy. Excuses are at the discretion of the teacher or principal or on recommendation of public health nurse.

7. Policy Regarding Special Health Services for Competitive Groups

There is no compulsory policy. A recommended policy is suggested in curriculum calling for physical examinations before competition.

In large centres such as Winnipeg, a practice of having adequate examinations before competing in football is followed.

8. Policy Regarding Intra-Mural and Inter-School Competition

The Competitive programme is under direction of school physical education teachers. It is very loosely organized and is not followed consistently.



## 9. Policy re Accidents

City of Winnipeg has policy of mass accident insurance covering injury during class, inter-school or intra-mural activity. Cost 40 cents per pupil per year. Covers medical bills up to \$50.00. In fatalities, up to \$150.00

Public Schools Act (Section 43) exempts school, trustees, and teachers from court action unless it is shown that injury resulted from negligence and they are only guilty of negligence if it can be shown that they knew of defective apparatus, etc. and failed to remedy situation "within a reasonable time after acquiring such knowledge".

## 10. Special Features

Each year sees more competent and professionally qualified people being employed as Physical Education specialists on staffs of Junior and Senior High Schools.

## C. COLLEGES AND UNIVERSITIES

University of Manitoba has instituted a compulsory Physical Education programme for the first year. The administration is under a newly organized Department of Physical Education and Recreation.

### 1. Time Allotment

This is in process of being worked out.

### 2. Course of Study

This course of study covers a wide range of choices.

### 3. Elective Recreation Programme.

A well-organized and widely participated in, programme of intra-mural activities is in operation.

### 4. Inter-Collegiate Competitive Programme

This is under control of Student Union. Financial difficulties have limited this to Basketball.

### 5. Provision of:

- (a) Facilities - A new field house has just been completed. Adequate playing fields are provided for some sports. Rental of additional space and facilities is made for other sports.

- (b) Equipment - Provided to Department of Physical Education in satisfactory amounts.
- (c) Personnel - All personnel on staff are fully accredited professionally with the exception of the Director whose long years of experience give him the necessary qualifications. There is a staff of four men and two women, including the Director of the Department.

#### 6. Provision of Health Services

Not as yet provided but these are contemplated under the new set up.

#### 7. Policy re Accidents

None.

#### 8. Special Features, Etc.

As the new plan takes shape a complete programme for all years is envisaged.

### II. TEACHER TRAINING COURSES

#### A. Normal School

##### 1. Pre-requisite

Grade XII Entrance.

##### 2. Length of Course

One year plus two summer schools.

##### 3. Certification

Entitles holder to an Interim Certificate for three years during which time two summer schools are required. On completion holder receives permanent "B" Certificate.

Entitled to teach in Elementary School and in some situations in Junior High Grades 7 and 8.

##### 4. Time Allotment

- (a) Physical Education - Two periods of 45 minutes each per week in Physical Education Theory and Practice over a 36-week year.
- (b) Health Education - Two periods of 45 minutes each per week in Health Education Theory over a 36-week year.

## 5. Provision of:

- (a) Facilities, etc. - Gymnasias and playing fields meet standards for instruction, etc.
- (b) Equipment - Fully equipped to do work required.
- (c) Personnel - Physical Education Instructor must hold a Bachelor's Degree in Physical Education. It is contemplated that an additional staff member will be added who will also require professional certification.

## 6. Provision of Health Services

Complete in every way.

## 7. In-Service Training

### (a) Summer Courses

- (i) Physical Education - 4 weeks at Gimli.
- (ii) Health Education - 4 weeks at Gimli.

### (b) Summer or Extension - provided by universities

- (i) May come.
- (ii) Not as yet in existence Industrial Arts
- (iii) Courses can give a skill background in certain arts and crafts.

## 8. Special

The professional Association (Canadian Association for Health, Physical Education and Recreation (Manitoba Section)) is constantly urging increased emphasis on training. In-Service Training Courses are being sponsored by this Division plus special training for teaching sisters of religious orders.

## B. Faculties or Colleges of Education

No information available.

## C. University Courses Leading to a Degree in Education which includes Certification

The University of Manitoba does not provide degree or diploma courses in Physical Education, Recreation or Health Education.

## D. Advanced and/or Post-Graduate Training in Teacher Training.

See C above.



### III. COURSES OFFERED IN PROFESSIONAL SCHOOLS LEADING TO DIPLOMAS AND/OR DEGREES IN HEALTH, PHYSICAL EDUCATION AND RECREATION.

#### A. Courses leading to degrees.

See II. C. above.

#### B. Professional Courses of at least one year's duration leading to certificate or diplomas.

See II. C. above.

#### C. Professional Courses - short period leading to certification and/or college credit.

See II. C. above.

### IV. COMMUNITY RECREATION TRAINING

1. Type of Courses - Short term.
2. Pre-Requisites - Interest in and endorsement by local community committee.
3. Length - This varies but average time is about 18 hours of instruction.
4. Courses are non-residential.
5. Course of Study - Content is geared to local or immediate need of group or community as determined by themselves.
6. Course Leads to Certificate of Attendance only.
7. Provision of:
  - (a) Facilities: Meeting place is furnished by the community.
  - (b) Equipment and Personnel: Provided by the Division.

### V. COMMUNITY RECREATION PROGRAMMES

#### A. GENERAL POLICY

##### 1. Promotion

Responsibility of the local community or committee.

##### 2. Services

Division provides:

- (a) Programme Aids
- (b) Information and guidance.
- (c) Films
- (d) Stimulation to new kinds of activities, etc.

### 3. Consultation

Consultative services on request to the Provincial office.

### 4. Financial Assistance

No direct money grants to communities are made by the Province. Permissive legislation under Municipal Act allows local councils etc. to make grants in aid to community centres, etc., when by-law passed by two-thirds of ratepayers.

### 5. Personnel

- (a) Recruitment - Government positions through Civil Service. Communities through Physical Fitness Division's personnel list.
- (b) Training - Professional Training being demanded for top positions.
- (c) Certification - Bachelor's degree or equivalent for field worker in Physical Fitness Division. Master's degree or better plus three years experience in Physical Fitness Division for Director.
- (d) Tenure - Government - permanent staff - Civil Service.  
           Others - City of Winnipeg - Civil Service.  
                   Community - Contract year to year.
- (e) Superannuation - Yes, at age 60 years - voluntary; at age 65 years - compulsory.

## B. PROGRAMMES CURRENTLY IN OPERATION

### 1. Types

Private Agencies. Ex. Y.M.C.A., etc.  
 Quasi Public - Community Club, Home and School, etc.  
 Public - Winnipeg Parks Board.

### 2. Organizational Pattern

Varies with community.

### 3. Financial Support

Donations  
 Fees  
 Admissions  
 Grants - local government

4. Personnel

Limited and in general not professionally qualified.

5. Activities Routinely Included

Broad program stressed.

6. Special Programme Items

Festivals	Contests
Weekly Dances	Carnivals
Representative Hockey Team	

7. Relative Proportions of the Public Served by:  
(Exclusive of Commercial Recreation)

- (a) Public Recreation - 38%
- (b) Private and/or semi-private agencies - 13%
- (c) Non-Participants - 49% of population of province  
not being served regularly by any organized group.

These have to depend mainly on:

- (i) commercial recreation
- (ii) social agencies
- (iii) own efforts
- (iv) with whatever help they request from our  
Division.

8. New Developments

Trend of emphasis in Manitoba is on:

- (a) Securing better leadership.
- (b) Improved and more facilities.
- (c) More adequate financing on a "tax base core" basis.

VI. GRANTS-IN-AID

- 1. No direct grants.
- 2. Colleges and Universities - University is subsidized  
on over-all operations by Province.
- 3. Professional Schools - No answer.
- 4. Short Courses - All administrative and instructional  
costs paid by Physical Fitness Division.



5. Community Recreation - None by Province.  
Winnipeg pays capital costs of Community Centre buildings.
6. Special Features and New Developments - No prospect of changing present policy in respect to grants-in-aid.

VII. POLICY, RULES.

See VI (5) for Winnipeg position: Equipment provided at cost plus 10% Federal Tax to community centres and schools.

VIII. PROFESSIONAL ASSOCIATIONS, CONFERENCES, ETC.

Director and Staff belong to:  
Canadian Association for Health, Physical Education and Recreation (Manitoba Section).

Director belongs to:

Canadian Association for Health, Physical Education and Recreation.  
American Association for Health, Physical Education and Recreation.  
Canadian Welfare Council, Recreation Division.  
Canadian Parks and Recreation Association.  
American Association of Parks Executives.  
Manitoba Education Association.  
Manitoba Teachers' Society - affiliated Canadian Teachers' Federation.

IX. PUBLICATIONS:  
(Available for use on request.)

A.A.H.P.E.R. Journal  
Research Quarterly  
Junior Physical Education (England)  
School Health Journal  
Dramatics Magazine  
Hobbicraft Magazine  
Manitoba School Journal  
Courier  
S.R.M. Magazine  
American Association of Parks Executives Magazine  
Scholastic Coach  
Athletic Journal  
The various Square Dance Magazines.



PROVINCE OF SASKATCHEWAN

(Report prepared by the Fitness and Recreation Division,  
Department of Education, Regina, Saskatchewan)

I. SCHOOLS AND COLLEGES

A. The Elementary School - Reference "Elementary Curriculum, 1947"

1. Time Allotment.

- (a) Physical Education}
- (b) Health Instruction}
- The curriculum suggests that approximately 10% should be given to "Health", this works out as 30 minutes a day.
- (c) Recess - 15 minutes in forenoon (School Act 1940)  
15 minutes in afternoon.

2. Course of Study - General Plan.

- (a) Physical Education - The Curriculum lays down the following objectives:-
  - i. To ensure physical efficiency and graceful well controlled bodily movements of the individual by developing organic vitality, specific neuro-muscular skills, and good posture.
  - ii. To develop skill and create a healthy interest in physical activities which will carry over to and function during leisure hours - to encourage pupils to be participants in healthful games rather than mere onlookers.
  - iii. To improve mental health by stimulating mental activity and alertness and decreasing mental strain.
  - iv. To aid in the adjustment of the individual to society by inculcating a proper attitude towards victory and defeat; by promoting a wholesome desire for fair play, good sportsmanship, co-operation, and group membership; by developing qualities of leadership and initiative.
  - v. To develop a sense of rhythm and to create an interest in folklore and music of our own and other countries.

The following are listed as suitable activities:  
- Athletic Games - Hunting Games - Relays -  
Story Plays - Mimetics and Exercises - Stunts  
and Tumbling - Self-Testing and Individual  
Athletic Events - Rhythmical Activities.

- (b) Health Instruction - The Curriculum gives the following general statement for the guidance of teachers:-  
 "Good health is fundamental to the enjoyment of life. It is, therefore, a primary objective of education."

"A programme of health education should include the development of mental as well as of physical health, and should extend through the individual to the community at large. The essential is the establishment of enduring habits, attitudes and ideals. Formal instruction will play a small part in such a programme, which to be effective should permeate the whole life of the school, developing from year to year increased activities and achievement on the part of the child."

To achieve this the following are discussed in the curriculum:- A Healthful Stimulating School Atmosphere - Health Inspection (both annual and daily) - The Noon Lunch - Precept and Example; Mental Health - Learning to Work and Play with others - Becoming an interesting person - Learning how to solve the problems of life - Learning how to study - The Health of the Mind.

Formal Instruction is given as follows:-

Grades I & II - Mental Health - Taking Pride in Keeping Clean - A clean healthy nose and mouth - Sleep is necessary for health - Suitable clothing is important - The right kind of food - Learning to go safely through the day - Suitable stories are desirable.

Grades III and IV - Habits and Attitudes - Personal Cleanliness - Good posture is Important - For good teeth - A Good Foundation - Helping to prevent accidents in the Home - What to do in the case of accidents - Helping to Keep Home and School Clean and Attractive - Selecting a Safe Diet - Learning to protect our Hearing - Learning to protect our vision - Vacation Safety.

Grades V and VI - Learning to be an attractive Member of the Class - Helping the Body to make the best use of Food - Applying Scientific Knowledge to control and prevent Disease - Making the most of Sunshine, Fresh Air and Exercise - Helping to prevent Accidents in the Home - Helping to prevent accidents from Fire - Learning what to do in case of Accidents - Making the most



of Clothing - Learning to choose a balanced, Healthful Diet - Cause and Control of Communicable diseases - Sleep and Rest help to keep the Body well - Going to and from School Safely - Playing Safely.

- Grades VII and VIII - The Historical background of Present-Day Scientific Knowledge of the functioning and structure of the body - Learning about the Blood and its functions - Learning How the Body Makes use of Air - Foods and their preparation for use in the Body - Helping our Bodies to discharge wastes - Helping our bones and muscles to do their work - Good Posture - Care of Skin, Hair and Nails - Living safely Through the Year - How Can People Live Healthfully together in Healthy Communities - A Safe Food and Water Supply - Learning How the Body is Governed - Learning about our Eyes and helping them to do good work - Learning about our Ears and How to Help them - Learning how to give First Aid - The Facts about Alcohol and Tobacco.

### 3. School Recreation Programme.

Arrangements for Recess, Extra Curricular activities and the Provision for Supervision and Equipment varies greatly according to the point of view and training of the superintendent, principal and teachers.

### 4. Minimum Requirements such as affect the School Programme of Health Education, Physical Education and Recreation with regard to:-

#### (a) Facilities.

There are practically no minimum requirements with regard to facilities.

#### (b) Equipment.

The 1947 Elementary School Curriculum suggests the following standards for Equipment:-

"Volleyball Outfit: Regulation ball - 25 to 27 inches in circumference; 9 to 12 oz. in weight. Net for elementary schools, 3' by 32' at a height of 6½' to 7½'. Posts.

"Basketball outfit: Regulation ball - 30" to 32" in circumference, 18 to 20 oz. Baskets.

"Softball outfit: Regulation ball and bat, gloves.

"Jumping standards; swings and climbing ropes; horizontal bar; see-saw; individual jumping ropes; long ropes - 35' for nets, 16' for jumping; smaller balls (rubber or tennis); horseshoes; ping pong outfit; hoops - automobile tires; phonograph and records; mats for tumbling; bean bags; 16" rubber tires; sand box; megaphone; measuring tape; lime - for marking; brooms, shovels, rakes for jumping pits, ice and snow games; first aid kits; sports box for general storage of games equipment; whistle; score sheets; scales; air pump; wands; balloons; badminton birds; colours to designate teams."

The Curriculum also suggests methods by which much of this equipment can be improvized.

(c) Personnel (Certification).

A Teacher's certificate is required. For the training given in Physical Education and Health see section dealing with Normal Schools and Universities.

## 5. Provision of School Health Services.

Assistance with school lunches and nutrition education is given by two regional nutritionists and Members of the Nutrition Division in schools including the practice teaching schools. Consultant services are given to Home Economics teachers.

Public Health nurses visit schools for health inspection of pupils. The health of the children is discussed with the teacher and she is given assistance which will help her in making a screening inspection of her pupils and in following up the report which the nurses give her. In home visits the health and well-being of the children is discussed with the parents. Where medical attention or advice is indicated, the child is referred to the family doctor.

The environment of the school from a health point of view is discussed with pupils, teacher and school officials.

Rural schools are visited during the seasons when weather conditions permit travel in these areas. During the winter months, time is given to town schools which can be reached by train or bus.

In organized health regions where districts are smaller, the nurse visits the school once a year unless a special problem requires more frequent visits. In areas outside of regions where districts are much larger, schools cannot be visited more than every two years. The public health nurses carry a generalized programme of which school health is just a part. Immunization of course, is an important part of the programme in the pre-school and school groups.

Attached to the staff of Regions is a teacher psychologist and mental hygiene clinics are held regularly in each Region centre.

The two cities of Saskatoon and Regina have local health departments each with a full-time medical officer of health and a staff of public health nurses, and teacher psychologists. Saskatoon has a separate school health service with a full-time school physician. In Regina, all children receive a medical examination at least twice during school life and are followed continuously by health inspections given by nurses.

The City of Prince Albert employs two public health nurses and the City of Yorkton one nurse. These nurses do a generalized programme including school health.

The town of Melville employs a nurse for the specialized school health service.

## 6. Special features and new developments.

- a) Physical Education Supervisors in Saskatoon, Regina and Moose Jaw.
- b) Helping Teachers in the School Units (Superintendencies) have had limited University level training in Health, Physical Education and Recreation (drama, arts and crafts and music.).
- c) Teacher committees arrange - Elementary interschool playdays, athletics; drama (competitive and non-competitive festivals in about 35% of Units. Official trained adjudicators furnished by Saskatchewan Recreation Movement e.g. Meadow Lake - 32 plays, 24 being elementary level); music days rather than competitive festivals. Recreational and social value stressed by Department through Provincial Music Supervisors.
- d) Extensive new construction - including gymnasiums and recreational facilities. "To assist school boards and unit boards in the construction of all types of school building grants have been continued and a new system of building loans has been instituted. In 1948-49



building grants by the Province totalled more than \$600,000 and special building and equipment grants under a Dominion-Provincial Agreement totalled an additional \$640,000. ....almost all types of grants show a decided increase over the preceding year. The amount paid in equalization grants exceeded \$2,000,000 and all school grants for the fiscal year 1948-49 amounted to almost \$6,300,000. In 1949 a \$1,000,000 building loan fund was established and loans in substantial amounts have been made to school units and school districts for building purposes" (Annual report of the Department of Education for 1948-49.)

- e) Aid by Saskatchewan Recreation Movement to school boards in planning new construction relative to Physical Education and Recreation.

B. The Secondary School - Programme of Studies for the High School, Bulletins, 1, 2, 3 and 4, 1946, 1947, 1948 and 1949.

1. Time Allotment.

- (a) Physical Education. )
- (b) Health Instruction. )
- Grade IX and X - Minimum of three 35 minute periods weekly.
- Grade XI and XII - Minimum of two 35 minute periods weekly.
- Optional courses - 3 periods per week for one year in Grade XI or XII.
- (c) Recess - 15 minutes in the forenoon.
- 15 minutes in the afternoon.
- Except for 16 schools organized under Secondary Education Act and 3 schools organized under Vocational Education Act.

2. Course of Study - General Plan.

- (a) Physical Education. ) Bulletins 1, 2, 3 and 4
- (b) Health Instruction. ) of Programme of Studies for
- High Schools give full details of the courses of study laid down.

3. School Recreation Programme.

- (a) Recess. )
- (b) Extra Curricular activities. ) Varies greatly
- (c) Provision for:- ) according to
- i. Supervision. ) personnel and
- ii. Equipment. ) facilities at any
- given school.



4. Minimum Requirements such as affect the school programme of Health Education, Physical Education and Recreation with regard to:-

- (a) Facilities (Gymnasias, Playgrounds, Playrooms, etc.) - Practically Nil.
- (b) Equipment (Indoor and Outdoor) - As laid down in the Programme of Studies.
- (c) Personnel (Certification) - Required Teacher's Certificate, plus Physical Education S12 Standing, or equivalent, where the optional Physical Education course is offered. (See Teacher Training Course)

5. Provision of School Health Services. -

as for Elementary Schools.

6. Policy regarding excuses from active participation in Physical Education. -

Medical Doctor's Examination for permanent excuse.  
Teacher's decision for temporary excuses.

7. Policy regarding special Health Services for Competitive groups. -

Varies greatly.

8. Policy regarding intra-mural and inter-school competition.-

No fixed policy re intra-murals. Inter-school competition in athletics at provincial level for boys and girls, and dominion level for boys curling.

9. Policy re accidents. -

No provincial policy.

10. Special features and new developments. -

1. Saskatchewan High Schools Athletic Association - the provincial sports governing body for high school athletics.

Organization: Superintendency to district to provincial level.

2. Commencing this year, written evaluations of Physical Education, Health and Recreation programmes and facilities in all high schools in the province offering the optional Physical Education course. Written evaluations of Physical Education, Health and Recreation programmes in all high schools in areas serviced by Field Representatives. (40% of the Province).

3. Construction aid from Department - financial grants. - see Elementary #6 (5) above. Guidance re plans provided by this Division and the Department.
4. Drama Festivals - non-competitive and competitive from district to provincial finals.
5. Music festivals to provincial finals.
6. Oratorical contest - to provincial finals.
7. In-service training - individual and at Teacher's Institutes.

### C. Colleges and Universities.

(The following only refers to such classes as are provided for the general student body and does not include professional schools or courses.)

#### University of Saskatchewan - Department of Physical Education.

##### 1. Time Allotment:

- (a) Physical Education (Instruction)  
Compulsory Programme - two hours per week during first year of attendance at the University.
- (b) Health Education.  
Nil - neither compulsory or voluntary.

##### 2. Course of Study - General Plan.

All freshmen, who cannot swim must register in a Learn to Swim class in either the first or second term. The compulsory programme gives two gymnasium courses a year from a choice of eight activities. One must be a team sport and one an individual or dual sport. In addition, 10 minutes of conditioning exercises are given at the beginning of each period.

##### 3. Elective Recreation Programme

Both the men's and women's Departments provide an Intra-mural programme in which leagues and tournaments are offered in the following sports -- Touch Football, Basketball, Hockey, Soccer, Golf, Track, Tennis, Swimming, Curling and Water Polo.

#### 4. Inter-collegiate Competitive Programme.

Intercollegiate competition is carried on with the University of Alberta in the following sports: Hockey, Basketball, Curling, Swimming, Boxing and Wrestling, Fencing, Girl's Basketball, Volleyball and Fencing, Tennis, Golf and Track.

#### 5. Provision of:

(a) Facilities:-- there are two gymnasia, Griffiths Stadium (football), a soccer field, 10 tennis courts, and other outdoor playing fields. The swimming pool is under regulation size, being 45 feet in length. There is also a large natural ice hockey arena. Two sheets of curling ice are provided adjacent to the arena ice surface.

(b) Equipment:-- Equipment is adequate for all facilities.

(c) Personnel:

##### 1. Men's Department.

- (a) Two with degree of B.P.H.E.
- (b) One B.A.
- (c) Two non-degree personnel.

##### 2. Women's Department.

- (a) One with degree Mus. Bac.
- (b) One B.A.

#### 6. Provision of Health Services:-

One full time doctor and nurse on the campus. All first year students are required to take a medical examination.

#### 7. Policy re accidents.

All students pay a \$5 Sickness Fee and \$1 Accident Fee which entitles them to medical care and complete coverage while on the campus. There are exceptions to this, for example: some eye, ear, nose and throat diseases, pre-existing diseases, alcoholism and pregnancy.

#### 8. Special Features and New Developments:-

1. An intra-mural point system has been introduced into the intra-mural programme.
2. The Building of a new gymnasium has greatly increased the athletic facilities.

## II. TEACHER TRAINING COURSES.

### A. Provincial Normal Schools.

1. Pre-requisites: - Grade XII standing (Saskatchewan)  
- Senior Matriculation.
2. Length of Course: - One year - September to June.
3. Certification entitles the holder to: - Interim  
First Class Certificate. This certificate enables  
the student to teach for a period of two years  
during which further requirements for a Permanent  
Certificate must be met.
4. Time Allotment:
  - (a) Physical Education: - Two Hours per week.
  - (b) Health Education: - Health Instruction is  
offered for ten periods  
approximately one hour  
each during the second  
term, class time for it  
being taken from the time  
allotment for certain  
other subjects. In the  
first and second terms,  
the school nurses co-  
operates with other in-  
structors to organize  
teaching activities,  
including health, in our  
Guidance of Learning  
Course.
  - (c) Recreation: - In a poll conducted amongst the  
student body of our school, the  
following facts and figures were  
reported.
    - (1) Girls - Average amount of  
recreation per student-
      1. Sports and games =  
13.4 hours per  
week.
      2. Social activities =  
12.5 hours per  
week.
    - (2) Boys - Average amount of rec-  
reation per student -
      1. Sports and games =  
13.7 hours per week.
      2. Social activities =  
14.4 hours per week.



It must be pointed out that not all these activities were conducted under the direction of the Physical Education Department but a good percentage were.

## 5. Course of Study - General Plan:

### (a) Physical Education: -

#### FIRST TERM:

1. Lecture classes: principles of Physical Education; organization of Physical Education Classes; time allotment; organization of schedules, draws, and tournaments.
2. Activity classes; story plays, mimetics, games, and rhythmical activities for grades 4, 5, and 6; fundamental exercises, games and rhythmical activities for grades 7 and 8; methods of instruction in team games - fundamental skills; lead up games, rules, self-testing activities in one of softball, soccer, or volleyball.

#### SECOND TERM:

1. Lecture classes; teaching techniques - use of student leaders, squad system; selection, care, improvisation, adaptation, and home construction of equipment; administration and organization of play days and track and field meets.
2. Activity classes: student teaching - the work of the first term with variations, adaptation of activities to suit classroom space and enrolment; tumbling, balancing, pyramids, and apparatus work.

#### References:

- Brandreth - Canadian Book of Games (1949)  
 Collins - A Modern Physical Education Programme for Boys and Girls.  
 Cotteral and Cotteral - Teaching of Stunts and Tumbling.  
 Curtiss and Curtiss - Physical Education for Elementary Schools.  
 Jack - Physical Education for the Small Elementary School.  
 Kirkpatrick and Griffiths - Physical Fitness.  
 La Salle - Physical Education for the Classroom Teacher.  
 La Salle - Rhythms and Dances for Elementary Schools.  
 Lee - Dance with Me.

- National Education Association - Health, Physical Education and Recreation in Small Schools.
- National Education Association - Physical Education in Small Schools.
- Neilson and Van Hagen - Physical Education for Elementary Schools.

(b) Health Education: -

1. Environmental sanitation: school buildings, water supply, lighting, heating and ventilating; school housekeeping.
2. Communicable diseases: brief history of medicine; causes of disease; common communicable diseases; chronic diseases; immunization and control measures.
3. Definition and scope of health education; health materials.
4. First aid: definition; rules; requisites of a first aid kit; common accidents at school; treatment.
5. Health inspection in the school.
6. Health in the province: individual, community, provincial health; health agencies; the Teacher's part in the health programme. (Correlated with instruction in the Social Foundations Course).
7. Health of the Teacher. (Correlated with instruction in the Human Growth Course).

6. Provision of:

(a) Facilities:

1. Gymnasium - slightly below regulation basketball court. Playing field containing a baseball diamond, softball diamond, track and field pits, soccer field and two volleyball courts.

2. Equipment -

	<u>New</u>	<u>Good</u>	<u>Fair</u>	<u>Poor</u>
<u>Balls:</u>				
Softballs	4	7	8	3
Hardballs	4	1	2	3
Basketballs	3	2		3
Volleyballs	1	1	2	
Soccer Balls		1	1	
<u>Softball - Gloves</u>		10	6	2
Protector	2			
Masks		4	1	
<u>Hardball - Mitts</u>				
Protector			1	
Shin Guards				

Equipment(Cont'd)	New	Good	Fair	Poor
<u>Table Tennis - Bats</u>	6		7	17
<u>Nets</u>	2			
<u>Skipping Ropes</u> -	3	6	feet	
	10	8	feet	
	5	7	feet	
	1	24	feet	
	10	homemade		
<u>Curling Brooms</u> -	21			
<u>Indian Clubs</u> -	112			

### 3. Personnel - Qualifications -

Physical Education Instructor holds a Bachelor of Arts Degree and requires two classes for his Bachelor of Education Degree. Classes in Physical Education taken at Summer Schools at University of Saskatchewan. Health Education Instructor is a graduate nurse (R.N.) and holds a Bachelor of Science in Nursing from the University of Saskatchewan.

### 7. Provision of Health Services:

The Services of a full-time graduate nurse are available and a complete medical health programme is carried out within the Normal School. This includes prevention, immunization, medical examinations, etc. There is available a fairly well equipped nurse's clinic within the Normal School.

### 8. In-service Training opportunities:

- (a) Summer courses provided by the Department of Education and the University of Saskatchewan.
  - 1. Physical Education S11 and S12 conducted jointly by the Physical Fitness Division (S.R.M.) and the University of Saskatchewan.
  - 2. Health Education - some phases of Health Education are covered in the above two classes.
  - 3. Recreation - some phases of Recreation are covered in the above two classes.
- (b) Other courses - during the regular session of the University other courses in Physical Education, Recreation, and Health Education are offered but these are not readily available as an in-service training due to the time of year presented.

### 9. Special Features and New Developments:

The summer classes at the University of Saskatchewan are the only real opportunities teachers throughout the Province have to receive work of a more advanced nature in Physical Education. No special certification is given

for the work in Physical Education taken at the Normal Schools. No specialist certificates are given in any phase of the work at the Normal School level although an elective course will be presented each spring to Normal School Students who are particularly interested in Physical Education.

## II. TEACHER TRAINING COURSES (Continued).

### B. Faculties or Colleges of Education.

(courses which lead to certification but not a degree).

The College of Education offers:

1. A Four Year Bachelor of Education Course leading to the Bachelor of Education degree.
2. A Certificate Course in Education leading to a teaching certificate and comprising one year for graduates of other colleges. (B.A. and Other degrees required for entrance)
3. One year in addition to the certificate course which leads to the Bachelor of Education degree.
4. The length of courses (given above)
5. Certification entitles holder to teach in Saskatchewan schools. Further information may be had in the College of Education Calendar.
6. Time Allotments:
  - (a) Physical Education - First year Education students must take Physical Education classes during their first year. Education students taking the certificate course take either Education 61 or Education 63, which is a composite course and includes five lectures in Health Education and seven in Art, Music, and Drama.
  - (b) Health Education - is an elective course in the College of Education (Education 28 (a) -- "The School Health Education Programme")



- (c) Recreation is also an elective course in the College of Education (Education 28 (b) "Introduction to Community Recreation"). The above courses are half classes (taking place during one of the Fall or Spring terms) and are three hours per week.

## 5. Course of Study - General Plan

There are four courses in Physical Education, Health Education and Recreation.

1. Physical Education 11
2. Physical Education 12
3. Education 28 (a) "The School Health Education Programme".  
Education 28 (b) "Introduction to Community Recreation".
4. Education 29 "The Administration and Supervision of Physical Education, Health Education and Recreation".

The first two of these are Arts electives and carry Arts credit. The second two are professional classes.

All four courses are required for those students who are proceeding to the Bachelor of Education degree and wish to major in Physical Education (which is Group 8 within the Bachelor of Education degree.)

Courses consist of two hours per week of lectures and three hours per week of practical activity instruction, except for Education 28 (a) and (b) which are three hour per week lecture courses.

In additional breakdown, Physical Education 11 consists of "Introduction to Physical Education" and "the Organization and Administration of Physical Education", and Physical Education 12, consists of "Applied Physiology" and "Kinesiology".

6. Provision of facilities - has already been noted.

7. Provision of Health Services - already covered.

8. In-Service Training opportunities.

- (a) Summer School Courses provided by Department of Education--- nil (although this has been done in co-operation with the University and the Saskatchewan Recreation Movement in the past, and the Saskatchewan Recreation Movement is still aiding a good deal in the provision of Physical Education 11 and 12 and Education 28 (a) and (b) at the University.

9. Summer and/or extension courses provided by the University of Saskatchewan (in cooperation with the Saskatchewan Recreation Movement).

1. Physical Education 11 and 12.
2. Education 28 (a) and (b).

C. University Courses leading to a degree in Education which includes certification.

1. Degree given: Bachelor of Education.
2. Pre-requisites for entrance: Grade XII.
3. Length of Course: Four years.
4. Certification leads to: Teachers' Certification in Saskatchewan at various levels (further information in College of Education calendar)
5. Time Allotment:
  - (a) Physical Education: All first year students must take the required programme classes.
  - (b) Health Education: an elective course.
  - (c) Recreation: an elective course.
6. )
7. ) See II B. above.
8. )
9. )
10. Special features and new developments:  
 Courses for teachers have been introduced this year.  
 Physical Education 11 and 12, Education 28 (a) and (b).

D. Advanced and/or Post-Graduate Training in Teacher Training.

1. Types of Training offered: Master of Education degree.  
 This does not include courses in Health Education, Physical Education or Recreation.

IV. PROVISION MADE FOR TRAINING COMMUNITY RECREATION PERSONNEL NOT INCLUDED IN SECTION II.

No special arrangements are made for the provision of Leadership Training by S.R.M., except as given below.

Special Features and New Developments.

1. In-Service Training to individuals and groups as arranged by Field Staff and the Division (S.R.M.)

2. Experiments with volunteer church and community leadership training courses.
3. Assistance to agencies such as University Extension Department, Wheat Pool, University and Normal Schools in their Recreational leadership training.
4. Scholarships to Helping Teachers and other supervisory persons, and to approved non-teacher instructors in specified skill areas.
5. Semi-annual conference of lay and professional recreation personnel.

## V. COMMUNITY RECREATION PROGRAMMES.

### A. General Provincial Policy -

In addition to its general functions, The Division of Physical Fitness and Recreation, Department of Education (Saskatchewan Recreation Movement), in co-operation with the National Physical Fitness Division of the Department of Health and Welfare, offers to Saskatchewan the following specific services within the limits of time and staff available:

#### i. Consultative Services:

- a. Assistance to superintendents and teachers in planning and carrying out the school health and physical education programme.
- b. Assistance with regard to the designing of gymnasiums, school grounds, playing fields, community centres, etc.
- c. Assistance with regard to problems of co-ordination of the school and community programmes in recreation and physical education.
- d. Assistance to Physical Education Departments of the Normal Schools and University with regard to programme planning.
- e. Aid to communities in planning, organizing and administering recreation, including problems related to construction and to programming.
- f. Assistance to sports governing bodies in all phases of organizing, planning and programming for athletics.

#### ii. Leadership Training:

- a. Assistance with teachers' institutes, conventions and other forms of in-service training.
- b. Provision of instructional personnel for the Normal Schools and University as arranged.
- c. Scholarships to helping teachers and other persons in supervisory positions, and to approved non-teacher instructors in specific skill areas.



### iii. Promotion and Organization

- a. Assistance in the formation of district and provincial high school associations for such activities as track and field, tennis, curling, baseball, hockey, skiing and dramatics.
- b. Assistance in the formation of community and inter-community groups of a recreational nature.
- c. Organizational assistance as arranged with those individuals and groups receiving grants-in-aid as noted below.

### iv. Grants-in-Aid

- a. To District High School Associations to assist in the organization of inter-school activities of an athletic or recreational nature.
- b. To municipal governments which employ approved recreation supervisors on a part-time or full-time basis.
- c. To school boards under the provisions of the Night Classes Regulations for approved classes in physical education and drama.
- d. To sports governing bodies on a provincial level for approved programmes towards the promotion and improvements of the particular sport concerned.

### v. Drama

A consultant service with regard to the selection and presentation of plays; on stage settings and furnishings; and on the organization and activities of drama groups. Assistance to superintendents and teachers with the school drama programme at institutes and conventions, and in arranging for competitions and festivals. Provision of a comprehensive library service in this field.

### vi. Social Recreation

Consultative assistance to school and community groups in the provision of social recreation for their members. Assistance to youth serving agencies on a provincial level.

### vii. Miscellaneous Services

- a. The magazine "Saskatchewan Recreation". Circulation 9000.
- b. A library service in the fields of physical education, drama, social recreation, group work and community organization.
- c. Film library of physical education and community recreation topics.



- d. Provision of speakers for various organizations and groups.
- e. A resource agency. (If we haven't got the information, we can usually tell you where to get it.)
- f. Assistance to other government departments and to other organizations on a provincial level.

## 5. Personnel.

- (a) Recruitment - Through the Public Service Commission.
- (b) Training - In-service.
- (c) Certification - Degree in Recreation, Physical Education, Education with Physical Education major, plus experience.
- (d) Tenure- one year probationary followed by appointment to permanent Civil Service staff.
- (e) Superannuation - According to Public Service Superannuation Act of Saskatchewan.

## 6. Special Features and New Developments.

- 1. Films -- A selection of Fitness films have been purchased and deposited with Provincial Film Library. These films are loaned to groups free of charge on the understanding that schools will pay the postage one way and other community groups will cover express charges both ways.
- 2. Grants-in-aid -- see above.

## V. COMMUNITY RECREATION PROGRAMMES - (Not including school recreation)

### B. Programmes currently in operation.

- 1. Type. - Great variation according to particular city, town, village or rural situation. From Regina with \$100,000 budget to hamlets on a voluntary basis.
- 2. Organizational Pattern. - Varies:
  - 1. City Council Board. 2. City Council and School Board Committee. 3. Addition of citizens to 1 and 2. 4. Voluntary Boards and Committees of many kinds.

3. Financial Support -

Varies according to organizational pattern indicated.

4. Personnel - Paid and voluntary. Degree qualifications mainly absent.5. Activities routinely included. -

Physical Recreation, Drama, Music, Art, Social Recreation, Hobbies, Crafts, Informal Education.

6. Special Programme Items. -

Meets, play days, displays.

7. Relative proportions of the public served by: -

Information not available.

8. New Developments. -

NOTE: - Above information forthcoming in due course from the Recreation Survey currently being conducted by Parks and Recreation Association of Canada.

VI. GRANTS IN AID - GENERAL POLICY AS IT APPLIES TO SCHOOL HEALTH EDUCATION, PHYSICAL EDUCATION AND RECREATION.1. Elementary and Secondary Schools. - A part of General Department of Education grants.2. Colleges and Universities. - A part of General Department of Education grants.3. Professional Schools - Nil.4. Short Courses - As arranged with particular courses.5. Community Recreation - a. To District High School Associations to assist in the organization of inter-school activities of an athletic or recreational nature.  
b. To municipal governments which employ approved recreation supervisors on a part-time or full-time basis.

## 6. Special Features and New Developments -

In addition grants-in-aid are made to:

- a. To school boards under the provisions of the Night Classes Regulations for approved classes in physical education and drama.
- b. To sports governing bodies on a provincial level for approved programmes towards the promotion and improvement of the particular sport concerned.

## VII. POLICY, RULES, and/or REGULATIONS REGARDING THE PROVISION OF EQUIPMENT AND FACILITIES: -

Very little done in the way of provision of equipment and facilities.

## VIII. PROFESSIONAL ASSOCIATIONS, CONFERENCES, ETC.

1. Saskatchewan Teachers' Federation.
2. Canadian Education Association.
3. Canadian Association Social Workers.
4. Saskatchewan High School Athletic Association.
5. Canadian Association for Health, Physical Education and Recreation.
6. Conferences of Recreation, Physical Education and Athletic personnel.





PROVINCE OF ALBERTA

(Report prepared by the Health and Recreation Branch,  
Department of Education, Calgary, Alberta.)

I. SCHOOLS AND COLLEGES

Physical Education and Health Education are required subjects in all schools and colleges. Outlines of the courses of study are available at the Department of Education, Legislative Buildings, Edmonton, Alberta and from the University of Alberta, Edmonton, Alberta.

II. TEACHER TRAINING COURSES

The Faculty of Education, University of Alberta through regular and summer courses provides opportunity for certification in physical education and health education in Alberta schools.

Beginning September 1950 the University of Alberta will offer the degree of bachelor of education in physical education. The four year course will provide an extensive background in the biological sciences, health, physical education and recreation. Graduates will qualify for the following positions:

1. Teaching physical education in addition to one or more subjects.
2. Teaching physical education in a high school and supervising physical education in all the schools of a division.
3. Teaching physical education and acting as a director of recreation for the community.
4. Director of recreation for a community or district.
5. Director of physical education for private and semi-private organizations.

III. TRAINING COMMUNITY RECREATION PERSONNEL

The Health and Recreation Branch, Department of Education provides the following short courses for community recreation leaders:

- (a) Annual summer leadership school in physical recreation. The school is fully residential and is of four weeks duration. A total of eight weeks training plus successful field work is required for a permanent leadership certificate. Candidates are sponsored by the community and are required to be 18 years of age and, if still attending school, to have attained a Grade 12 standing.

Certificated Leaders are authorized to conduct physical recreation classes in their home communities. No classes are authorized for school age groups if held during school hours.

- (b) A Playground Leaders Short Course is offered when community interest warrants its operation. It is fully residential and candidates are sponsored by community organizations. The course is designed primarily to assist the smaller communities. No certification is given.

(c) Coaching Schools

When requested by provincial sports governing bodies, coaching schools are offered for coaches or persons interested in coaching in the various sports.

A basketball coaching school was held last October over the Thanksgiving weekend (3 days). The school was fully residential. No certification was granted.

#### IV. COMMUNITY RECREATION PROGRAMMES

##### Provincial Policy

Responsibility for operation of local programmes is considered to be a local responsibility. The Health and Recreation Branch, Department of Education, provides the following services to communities expressing a desire to inaugurate, or to continue a community recreation programme:

- (a) training of physical recreation leaders
- (b) remuneration of certificated Health and Recreation Leaders for authorized activities conducted in their communities (part time employment).
- (c) Provision of recreational equipment (repayment by community in 15 month period) at net cost
- (d) consultative services

##### Programmes in Operation

66 Alberta communities are utilizing the services of certificated Health and Recreation Leaders during this 1950 season. Five cities (Edmonton, Red Deer, Calgary, Lethbridge, Medicine Hat) have year round recreation programmes in operation with full time personnel as directors.

## V. GRANTS IN AID

Certificated Health and Recreation Leaders receive remuneration directly from the Health and Recreation Branch for approved physical recreation activities they conduct. Activities operated for school age children are required to be conducted out of school hours and to have the approval of the school authorities.

## VI. PROVISION OF EQUIPMENT

The Health and Recreation Branch provides physical recreation equipment, at net cost, to communities operating approved programmes. Provision is made for the community to make repayment for equipment provided to the Health and Recreation Branch within a fifteen month period.

## VII. PROFESSIONAL ASSOCIATIONS, CONFERENCES, ETC.

The Alberta Recreation Executives Association was formed in February, 1950. It is composed of community recreation and school recreation executives, active in recreation at the present time.

Annual one day winter conferences are operated by the Health and Recreation Branch for active certificated Health and Recreation Leaders. The Alberta Teacher's Association is affiliated with the Canadian Teacher's Federation.

## VIII. PUBLICATIONS AVAILABLE

### 1. Courses of Study

Schools - Department of Education, Legislative Bldg., Edmonton, Alta.

University - University of Alberta, Edmonton, Alta.

### 2. Health and Recreation Branch, Department of Education

Informational booklet on activities and services of Health and Recreation Branch. It may be obtained from Health and Recreation Branch, Department of Education, 217-7 Ave. West, Calgary, Alta.

## IX. DEVELOPMENTS AND TRENDS

1. B. Ed. in P.E. Course (see above)

2. Alberta recreation Executives Association (see above)





PROVINCE OF BRITISH COLUMBIA

(Report prepared by the Physical Education and Recreation Branch, Department of Education, Vancouver, B.C.)

I. SCHOOLS AND COLLEGES.

A. The Elementary School.

1. Time Allotment.

The following is a tentative schedule of the time allotted to Health and Physical Education instruction. It should be noted, however, that there will be many occasions arising in classroom activities when effective health instruction can and should be given regardless of whether it is provided for in the time-table.

Health and Physical Education	Grade I	Grade II	Grade III	Grade IV	Grade V	Grade VI
Health.....)	--	--	60	60	60	60
Games and Exercise...)	140	140	--	--	--	--

2. Courses of Study.

(a) Physical Education:

Courses outlined for each of the grades, I to VI.

- Aims
- (1) To explore, foster, and inculcate those interests, habits, and ideals which will make the child better able to take his place in Society.
  - (2) To foster in the child an appreciation of and desire for those activities contributing to total fitness.
  - (3) To develop a sound body and normal mental attitudes, lending to the betterment of the organism as a whole.
  - (4) To develop skill in psycho-motor activities.

- Areas of work
- (1) Skills.
  - (2) Agilities.
  - (3) Mimetics and Story Plays.
  - (4) Rhythms.
  - (5) Games.

(b) Health Instruction:

Courses outlined for each of the grades, I to VI follow an up-grading progression from simple health rules in primary grades to an understanding of factors affecting health in the intermediate and senior grades.

3. The Recreational Programme.(a) Intra-mural:

Grades IV to VI -- all physically able pupils participate. Before school, recess, noon, or after school hours. Use games previously taught in instructional period, competition periods, two to three weeks' duration; record team standing daily. Encourage pupil leadership and responsibility; staff supervision and guidance.

(b) Inter-scholastic:

In Grades IV to VI, desirable outcomes can best be produced for the majority, by play within the school, rather than by seeking competition with other schools. For the few highly skilled and emotionally mature, under wise supervision, inter school competition is valuable.

(c) Special Events:

At least one special recreational event per month: Swims, hikes, skating parties, concerts, demonstrations, play days, dance, festivals, pageants, May Days, field days, sports days, track meets, ski-meets, sleigh rides, "holiday" parties. Staff guidance -- pupil responsibility and participation.

4. Minimum Requirements such as affect the School Programme of Health Education Physical Education with regard to:(a) Personnel (Certification):

"So far as possible there shall be at least one teacher on each staff qualified to administer first aid."

Employment of a specialist in health and physical education is not mandatory, but is the common practice in larger schools. Payment of provincial salary grants on the basis of certification of teachers encourages specialization. The requirements for the elementary advanced -- Physical Education Certificate are as follows:

Elementary Advanced -- Physical Education (E-A)  
(Formerly Elementary School Physical Education.)

Notes (1) Because of the shortage of Physical Education teachers, this certificate is at present a qualification for

teaching Physical Education in secondary schools, but it does not render teachers eligible for grants on secondary school salary grant schedules.

- (2) Teachers with Elementary Advanced Physical Education certificates may obtain Secondary Conditional, Secondary Basic, and Secondary Advanced Physical Education certificates by completing requirements for these certificates.

### Requirements

- (1) A British Columbia permanent First Class or Academic certificate.
- (2) Five years' successful teaching experience.
- (3) A senior First Aid certificate (St. John Ambulance, Red Cross, or equivalent).
- (4) Fifteen units of credit selected from approved courses.

## 5. Provision of School Health Services.

This is the responsibility of the Board of School Trustees who "shall provide adequate school health services satisfactory to the Council of Public Instruction and the Medical Health Officer of the Province."

It is common practice to purchase such services from the local Health Unit or Board of Health. Where this is not done, the provincial Health Officer may be requested to make the necessary arrangements.

Personnel include a school nurse, a school health inspector and where possible a school dental inspector.

Services include:

- (a) Carrying out provisions of "Health Act".
- (b) Regular examination of children, buildings and school surroundings.
- (c) Immunization and vaccination.
- (d) Referral of absentees.
- (e) Provision of forms, records, and appliances.
- (f) Carrying out procedures and policies as outlined by the Provincial Health Officer.

## 6. Special Features and New Developments.

(a) Complete revision of health and physical education courses for elementary grades has been made.

(b) A study is being made to determine minimum desirable standards for equipment and facilities for new buildings.

(c) For school year 1950-51, Grades 7 and 8 has a new course "Effective Living" which emphasizes social, mental, physical and emotional growth and adjustment. Topics such as safety, leisure time, family living and vocational planning will receive special attention.

### B. The Secondary School.

#### 1. Time Allotment.

- (a) Physical Education - Minimum of 80 minutes per week for all grades.
- (b) Health Instruction - 120 minutes per week for Grades 7 to 11 or 12.
- (c) Recess - (See Below). Maximum of 15 minutes daily may be allotted.

#### 2. Course of Study.

- (a) Physical Education - Course under revision.
- (b) Health Instruction - The Course in Healthful or Effective Living includes references to health in various units as well as specific health units.

#### 3. School Recreation Programme.

- (a) Recess - (See Elementary School).
- (b) Extra-curricular activities - It is common practice for every secondary school to carry on some extra-curricular activities at least once a week. Most schools provide "after school sports", club "periods" (Jr. Red Cross, dramatics, newspaper, hobbies, etc.) and social events (dances and school "mixers"). In some schools one period per week is allotted for extra curricular activities. There is no prescribed minimum programme.
- (c) Provision for:
  - (i) Supervision - It is common practice for each extra curricular activity to have a staff sponsor. (See Elementary School)
  - (ii) Equipment - This is the responsibility of the local school authorities. No minimum requirements are prescribed.



4. Minimum Requirements affecting school programme of Health Education, Physical Education and Recreation.

(a) Outdoor Accommodation.

Adequate outdoor and indoor accommodation is recommended for Physical Education, on the same basis as provision is made for other subjects.

(b) Indoor Accommodation.

Gymnasium accommodation should be provided. Details of construction, size, dressing and shower-room facilities are outlined in the section "Gymnasium Construction and Facilities." Satisfactory work cannot be given in a basement or in a disused classroom. Whenever possible, there should be a separate gymnasium for boys and one for girls.

(c) Equipment.

The Department provides lists of required equipment (both permanent and expendable) for information of Boards and teachers.

(d) Personnel - (See "Elementary Schools" Section A.)  
Requirements for a special certificate for secondary school work are as follows:

Secondary Conditional -- Physical Education (S-C)  
(formerly Junior High School Physical Education certificate.)

Requirements.

1. An Elementary Advanced Physical Education certificate.
2. Second year standing in a recognized B.A. or B.P.E. degree course.

Secondary Basic -- Physical Education, Interim(S-B)

Requirements.

1. A British Columbia interim First Class or Academic certificate.
2. A degree in Physical Education from a recognized university.

Secondary Basic -- Physical Education, Permanent (S-B)

Requirements.

1. A British Columbia permanent First Class or Academic certificate.
2. A degree in Physical Education from a recognized university.

Or

1. A Secondary Conditional Physical Education certificate.
2. A Third year standing in a recognized B.A. or B.P.E. course.

Secondary Advanced -- Physical Education (S-A)

Requirements.

1. A British Columbia permanent Secondary Basic Physical Education certificate.
2. Five years' satisfactory teaching experience.
3. A B.A. or B.P.E. degree from a recognized university.

Or

1. A British Columbia permanent Academic certificate.
2. Five years' satisfactory teaching experience.
3. Fifteen units of credit here prescribed.

Training.

Two and a half units of credit selected from approved courses.

5. Provision of School Health Services.

(See "Elementary Schools" Section A.)

6. Policy regarding excuses from active participation in Physical Education.

This is left to the discretion of the school principal. Pupils may be excused for medical reasons only and must present a statement from a medical doctor. Students who have been found, upon medical examination, to be unfit for any gymnasium activity should be included in a modified programme or sent to special class with specified assignments,

7. Policy regarding special Health Services for Competitive groups.

It is not mandatory for all schools to provide medical services for competitive groups. Many schools do make provision for yearly medical examination. Staff sponsors encourage students to secure medical examinations regularly and are alert to detect cases which should be referred for such examination.

## 8. Policy regarding intra-mural and inter-school competition.

So far as competitive sports are concerned it is general policy to encourage intra-mural competition. Inter-school competitions confined to schools within the same locality are also approved. Provincial competitions are not encouraged. This Department does not make grants for the transportation of school teams. It is common practice to hold invitational competitions but they are usually restricted to one activity and are confined to one area or zone.

## 9. Policy re-accidents.

Neither the School Board nor the Department is liable or responsible for damages from accidents occurring on the school premises during school hours unless faulty equipment or negligence on the part of the supervisor can be shown. It is common practice for local school boards to carry some form of protective insurance against this eventuality.

## 10. Special features and new developments.

Commencing in 1950, a new course "Effective Living" was introduced in Grades 7 to 10. In this course the former Guidance, Health and Physical Education courses have been fused and enriched with units on safety, home and family living and effective use of leisure and recreational time.

# II. TEACHER TRAINING COURSES

## A. Provincial Normal Schools.

1. Pre-requisites - Minimum of University Entrance Certificate or its equivalent.
2. Length of Course - 38 weeks.
3. Certification entitles holder to - Teach health and physical education or any other subject in any elementary school in the Province.
4. Time Allotment -
  - (a) Physical Education - 75 hours or 2 hours per week one of which may be devoted to games and recreation.
  - (b) Health Education - Approximately 25 hours or one hour per week.
  - (c) Recreation - 1 hour per week.

## 5. Course of Study

- (a) Physical Education - A course in physical education with special attention to the methods of its teaching in the schools. Texts and References include:

Neilsen and Van Hagen, "Physical Education for Elementary Schools" (A.F. Barnes and Co., New York, 1936).

Schon, Anderson, Hodgins and Van Foster "Physical Education Methods for Elementary Schools" (Sanders, Philadelphia, 1948).

## B. Colleges and Universities.

(The following refers only to such classes as are provided for the general student body and does not include professional schools or courses.)

University of British Columbia.

### 1. Time Allotment and Requirement.

- (a) Physical Education (instruction). Requirement - 2 hours per week for first two years. Ex-service personnel excused.  
(b) Health Education - years 1 and 2 - Nil.

### 2. Course of Study - General Plan.

- (a) Physical Education - All first year students must take two activity courses one of which must be either swimming for beginners or general conditioning activities.  
(b) Health Education - Nil.

### 3. Elective Recreation Programme.

Department of Physical Education directs a programme of intra-mural athletic activities.

### 4. Inter-Collegiate Competitive Programme.

- (a) Men - Compete in seven activities in the Evergreen Athletic Conference and in eight other activities in inter-collegiate and local competition.  
(b) Women - Compete in six activities.

### 5. Provision of:

- (a) Facilities - New Gymnasium and playing fields.  
(b) Equipment - Ample.  
(c) Personnel - Two associate professors, five assistant professors, one full-time lecturer and five part-time assistant instructors.



## 6. Provision of Health Services.

All students taking physical education must have yearly medical examination. The Metropolitan Health Committee directs a student Health Service.

## 7. Policy re Accidents.

All students are eligible to make claims on the accident benefit fund which is operated by the Alma Mater Society.

## 8. In-Service training Opportunities.

(a) Summer Courses provided by Department of Education on a number of aspects of Health and Physical Education.

(b) Summer and/or extension courses provided by the University - See report on University.

# III. COURSES OFFERED IN PROFESSIONAL SCHOOLS LEADING TO DIPLOMAS AND/OR DEGREES IN HEALTH, PHYSICAL EDUCATION AND RECREATION.

University of British Columbia.

## A. Courses Leading to a Degree.

### 1. Prerequisites for entrance.

Grade XII.

### 2. Length of Course.

4 years.

### 3. Degree Offered.

B. P. E. (Bachelor in Physical Education).

### 4. Course of Study.

#### Year I.

Academic subjects and Electives	15 units.
Physical Education Activity	1 "

#### Year II.

Academic subjects and Electives	12 units
Physical Education Theory	2 "
Physical Education Activities	4 "

#### Year III.

Academic subjects and Electives	9 units
Physical Education Theory	5 "
Physical Education Activities	4 "

4. Course of Study (Cont'd).

Year IV.

Electives	9 units.
Physical Education Theory	5 "
Physical Education Activities	4 "

NOTE: The course is designed so that students who enroll may satisfy the requirements for entry to the Teacher Training Course. Successful completion of the Teacher Training Course provides for High School Certification on the same basis as other school subjects.

Information on facilities, equipment and personnel at the University will be found at I. C. of this section of the report.

B. Professional Courses of at least one year's duration leading to certificates or diplomas.

Nil.

C. Professional Courses - short period leading to certificate and/or college credit.

Courses are offered at the Summer School which provide credits towards certification.

IV. PROVISIONS MADE FOR TRAINING COMMUNITY RECREATION PERSONNEL NOT INCLUDED IN SECTIONS II and/or III.Physical Education and Recreation Branch - Department of Education1. Types of Courses Offered.

The Physical Education and Recreation Branch offers a number of courses for the training of both voluntary and paid leaders in communities in British Columbia.

(a) Pro-Rec Summer School, for instructors and leaders, both women and men, in Vancouver.

(b) Pro-Rec Leaders' classes.

(c) Travelling Clinic on Basketball; the primary purpose of this service is to encourage basketball officials to adopt uniform interpretations of the rules throughout the province.

2. Pre-requisites for entrance.

None stated.

### 3. Length of Courses.

From 2 to 28 days. The Pro-Rec summer school is for 2 weeks.

### 4. Residential or non-residential.

In the Pro-Rec Summer School arrangements were made for billeting and subsidies were granted to enable as many as possible to attend from out-of-town.

### 5. Course of Study - General Plan.

The types of training offered include - apparatus, gymnastic, sports, education, dancing, recreational games, community singing, rhythmical exercises, etc.

### 6. Completion of Course leads to:

Granting of Recreation Branch certificates.

### 7. Provision of:

- (a) Facilities. (Generally the responsibility of the local authority.
- (b) Equipment. (
- (c) Personnel. Arranged by Pro-Rec.

### 8. Special Features and New Developments.

All these courses were financed by the Physical Education and Recreation Branch.

## Department of Social Work - University of British Columbia.

Some Recreational courses are included in those offered by the Department of Social Work, University of British Columbia leading to the degrees of B.S.W. and M.S.W. A Bachelor of Arts Degree or its equivalent is required as a pre-requisite for entrance. The accepted course of study for the Master's Degree is two years of University graduate study plus a thesis or research project.

## V. COMMUNITY RECREATION PROGRAMMES.

### Physical Education and Recreation Branch - Department of Education (Pro-Rec).

#### A. General Provincial Policy.

Purpose - To raise the standard of physical fitness and to provide leadership and recreational opportunities for the people of British Columbia.

Scope - Primarily the physical field. The Department of Education conducts Cultural Activities under a separate branch. The Physical Education and Recreation Branch does not compete with already existing agencies but supports organizations in order that more people may receive recreational services.

1. Promotion.

See above. The Services of the Branch are available on request to any community or individual.

2. Services.

(a) Programmes Assisted by Instructors, Consultant Services and Leadership.

- i. Schools and Colleges - All levels.
- ii. Community groups (local).
- iii. Provincial Organizations.
- iv. Institutional Programmes.

(b) Provision of Audio Visual Aids and Services Related thereto: A very small library of films is kept in the Provincial Fitness Office. These are used extensively by organizations interested in the promotion of Recreation. The Branch is not permitted to purchase films because the Department of Education already has a Visual Education Division. Film titles are recommended by the Branch for purchase by the Division. In this connection the Fitness Office endeavours to seek the best films on Community Recreation and Sports.

(c) Provision of Informational Materials and Programme Aids:

No. of groups serviced (approx.)	200
No. of persons reached (approx.)	6,000

(d) Office Service:

A number of organizations, clubs, associations, etc., are assisted by the office in the matter of typing reports, mimeographing, etc. This service, which is supplied free of charge, is of great assistance to many sports bodies. Also, the Pro-Rec Board Room at head office is made available to recreational and sports groups.

(e) Radio:

Pro-Rec takes part in a radio programme each Saturday morning at CJOR Vancouver. This programme is scheduled at 10:30 a.m. each Saturday and is known by the name "Know Your Community". Time is allotted for interviews and Pro-Rec news.



- (f) Recreation for the Blind:  
Special programmes, under the direction of a full-time Recreation Director, are arranged for the Blind.

### 3. Consultation.

See above.

### 4. Financial Assistance.

- (a) To Communities:  
Within the limits of its annual grant under the Department of Education, the Branch is prepared to assist Community Centre Associations by contributing towards the salary of a Director.
- (b) To groups:  
Equipment is provided on the advice of Provincial Sports Governing Bodies. The same service is given to Scout Troops and Church Organizations.
- (c) To Schools:  
Assistance toward the Zonal Inter-High Schools Sports programme-hall rentals, equipment etc.

### 5. Personnel.

The Staff of the Physical Education and Recreation Branch as at March 31st, 1951, was:

Administrative Staff - 4.  
Field Representatives, Special consultants and/or Instructors - 11.  
Part-time instructors, instructresses and pianists, approximately - 160.  
Clerical and Stenographic Assistance.  
Provincial Equipment Officer.

### B. Programmes currently in operation.

#### 1. Programmes Assisted by Instructors, Consultant Services and Leadership.

- (a) Schools and Colleges, All Levels:  
Through correspondence, radio and publications direction is given to School Boards, School personnel and architects, in building construction, gymnasium planning, organization and administration, programme planning and many other existing problems. Pro-Rec instructors are provided for the Indian Residential Schools.
- (b) Community groups (local):  
Boys' Clubs, Churches, Community Centres, Girls' Clubs, Service Clubs, Neighbourhood Houses, Parent-Teachers' Associations, Y.M.C.A.

The women's Keep-Fit Classes, especially in Vancouver and Victoria, are one of the most popular of the activities carried on.

- (c) Provincial Organizations:  
Provincial Sports Bodies.
- (d) Institutional Programmes:  
Canadian National Institute for the Blind.  
Borstal Home.  
Oakalla Prison Farm.

## 2. Activities of a Province-wide or District Character Promoted as a part of the Fitness Programme.

- (a) Provincial Inter-High Schools Athletic Competition:  
A recent survey of school opinion indicated that the Provincial Inter-High Schools Sports Competitions which had been held in previous years should be discontinued for the time being, with the exception of basketball, which continues under the sponsorship of the newly-formed B.C. Inter-High Schools Boys' Basketball Association. The Department, however, continues to encourage zone competition with invitations extended beyond the zone. The Department helps to plan the competitions, issues invitations, draws up schedules of play-offs, etc.
- (b) Pro-Rec Displays:  
Annual Physical Fitness Displays show many phases of physical recreation. The programme includes a grand march of all the contestants, immediately followed by the opening address, and the presentation of other items including dancing, tumbling, games, gymnastic exercises, apparatus gymnastics and trophy presentations. Officials from the Physical Education and Recreation Branch direct the displays.
- (c) Annual Pro-Rec Gymnastic Competitions:  
Gymnastic teams from Kamloops, Fraser Valley, Kimberley, Victoria and Vancouver compete in four divisions. The teams from the Indian Schools in North Vancouver, Kamloops and Mission City usually show a high standard of skill and performance.
- (d) Recreation for the Blind:  
The recreation programme of blind persons has been extended to cover a wide range of activities. The Department employs a full-time Recreation Director, who, because of his own blindness, is able to appreciate the difficulties of other blind folk and therefore can arrange the type of programmes which would be most suitable for them. An advisory committee, consisting of a Board member from the

C.N.I.B., a representative from the Physical Education and Recreation Branch and a representative from the Community Chest and Council, meet periodically with the Recreation Director to help him plan his programme. The following are some of the activities: C.N.I.B. White Cane Fishing Club, White Cane Salmon Derby, Second Annual White Cane Summer Camp, White Cane Club Picnic, Thirteen Alley Bowling League, Music Appreciation Club, Magic Class, Choral Group, Swimming Classes, Judo Classes, Literary Discussion Groups, Discus Clubs and Gadabouts Club.

The programme has now reached the point where it is necessary to move more slowly or some activities will interfere with the participation of others. The next important step will be to lift the sights beyond the local area and promote the recreational programme of outside C.N.I.B. districts. In this connection some thought has been given to the formation of advisory Recreational Committees in Victoria, New Westminster, Chilliwack and Kelowna for the purpose of working with the Branch in developing the local programmes and exploring the possibilities of such developments. The committees would be sub-committees of the local C.N.I.B. District Boards or Committees and have on them the President, or representative of the White Cane Club of the District, the C.N.I.B. representative, a representative of the Pro-Rec Branch acquainted with the techniques in organizing recreation and the Chairman would be an appointee of the local district board or committee.

(e) Community Centres Conference:

The Physical Education and Recreation Branch has sponsored a Community Centres Conference, which was attended by a very representative cross-section of people and organizations participating or interested in Community Recreation and Centre work. The conference was organized into three sections: Facilities - Organization - Programme.

(f) Annual Picnic:

Each summer hundreds of Vancouver members who enjoyed the hours of recreation together during the winter months meet for the annual Pro-Rec Picnic. The crowning of the Pro-Rec Queen climaxes an exciting day of races, sports, contests and swimming.

(g) Sports Promotion:

Short session schools for referees and officials were held in: Lacrosse, Track and Field, Softball, and Basketball. Softball equipment was supplied to needy teams through the B.C. Softball Association. Softball leagues have been organized for the Red Feather teams of the Vancouver Community Chest and Council. A large scale promotional programme was initiated among the juniors and juveniles in softball, basketball, cricket and lacrosse.



(h) Participation in Fitness Programme:

Over 200 physical recreation centres are operated, attracting approximately 14,000 participants. Eleven paid leaders and around 170 part-time leaders and pianists are employed by the Branch. Community Centres participating in the Fitness programme record approximately 8,000 participants.

V. COMMUNITY RECREATION PROGRAMMES. (As applied to Community Centres.)A. General Provincial Policy.

The Physical Education and Recreation Branch has a standard policy of financial assistance to Community Centres which employ an approved full-time director, when that assistance is requested. Within the limits of the current budget the Branch will pay \$50.00 per month to a full-time Community Director, which is to be applied to his salary. Funds for capital expenditures and maintenance are not available from government grants.

1. Promotion.

The Physical Education and Recreation Branch co-operate with the B.C. Community Centre Association in its endeavours to promote "the establishment and development of Community Centres and other organizations whose aim is to provide leisure time services in British Columbia."

2. Services.

The Branch provides programme aids, films, speakers for organizational meetings, and consultative services. On request, the Branch provides leadership on a limited basis.

The University Extension Services provide evening classes and materials for study groups, drama groups and handicrafts, phonograph record loan service and films.

The Provincial Public Library Commission provides free library services to communities where a library committee is set up. Also the "Open Shelf Division" offers a free library service by mail.

3. Consultation.

Community Centre Associations are assisted by the Physical Education and Recreation Branch in the organization of community recreational councils; facility construction and maintenance; and personnel problems.



#### 4. Financial Assistance.

See General Provincial Policy above.

#### 5. Personnel.

- (a) Recruitment - Personnel are recruited from Graduates from approved courses in Health, Physical Education and Recreation, Pro-Rec, and Schools of Social Work (those taking Recreation options).
- (b) Training - The University offers courses in Community Recreation.

#### B. Programmes Currently in Operation.

##### 1. Type.

- (a) Community Centres in large cities.
- (b) Suburban Community Centres.
- (c) Community Centres in larger towns.
- (d) Community Centres in small communities.

##### 2. Organizational Pattern.

The organization will depend upon the job that is to be done by the Community Centre. For example the Kerrisdale Centre in Vancouver has a revenue producing arena as its first unit in the community centre. This set-up would differ greatly from an all-round Centre such as Marpole. However, it is necessary for all Community Centre Associations to register under the "Societies Act".

##### 3. Financial Support.

In Vancouver, some Community Centres are being constructed on Parks Board property, and the City helps with maintenance and upkeep of buildings. Some, such as Prince Rupert, are financed by Municipal grants, revenue producing services, membership fees, contributions and revenue from special events.

The Physical Education and Recreation Branch contributes to the salaries of several Community Directors (\$50.00 per month each).

##### 4. Personnel.

See V - A (5) of this section.

##### 5. Activities routinely included.

Physical Exercise, Organized Sport, Social Activities, Discussion Groups, Lectures, Arts and Crafts.

## 6. Special Programme Items.

Concert and Art Exhibitions, Junior Rifle Clubs, Kindergarten, Special Community Day Events, National Holiday events.

## 7. Relative Proportions of the Public Served by:

It would be very difficult to give accurate figures in this connection without actually making a survey. However, in North Vancouver a rough estimate would be as follows:

- (a) Public Recreation - Parks, Playgrounds without supervision - about 15%.
- (b) Private and/or Semi-Private agencies - Sports Planning Body, Community Centre - about 20%.
- (c) Non-Participants - Balance.

## VI. GRANTS IN AID - GENERAL POLICY AS IT APPLIES TO SCHOOL-HEALTH EDUCATION, PHYSICAL EDUCATION AND RECREATION.

### 1. Elementary and Secondary Schools.

Government grants to school districts are based upon the following:

- (a) One half the cost of any classroom - including those used for health education.
- (b) One half the cost of a gymnasium.
- (c) One half the cost of preparing the playground or play area.
- (d) One half the cost of capital equipment in a non-expendable nature in classrooms gymnasias and play areas.

Grants are paid towards the cost of operation of schools. Health services are included.

### 2. Colleges and Universities.

See University Report.

### 3. Professional Schools.

### 4. Short Courses.

} Not applicable.

## 5. Community Recreation.

Within the limits of its annual grant under the Department of Education, the Physical Education and Recreation Branch is prepared to assist Community Centre Associations by contributing towards the salary of a director. As at December 1st, 1951, the Branch is making grants to twelve Community Centres.

## 6. Special features and new developments.

Not applicable.

## VII. POLICY, RULES AND/OR REGULATIONS REGARDING THE PROVISION OF EQUIPMENT AND FACILITIES.

It is the responsibility of the Board of School Trustees:

- (e) To erect, enlarge, alter, repair, and improve school buildings and grounds and their appurtenances, according to the requirements of each case;
- (f) To furnish school-houses and to procure furniture, maps, and apparatus;
- (m) To provide, if considered advisable by the Board, for the examination of the teeth of all children attending public school in the district, and, subject to the consent of the parents or guardians of the children, for the surgical treatment of the teeth of the children; and for purposes of examination and treatment, to appoint and pay such duly registered dental surgeons and such nurses, and to provide such buildings, furniture, equipment, fittings, instruments, machinery, and materials as may be necessary; and for the like purposes to make all necessary regulations, including regulations for the fixing and collection of fees from parents and guardians for surgical treatment provided in cases where collection of fees is deemed advisable;
- (p) To provide, if considered advisable by the Board, for indigent pupils whose sight is defective such eye-glasses as may be approved by a duly qualified physician or optometrist.

## VIII. PROFESSIONAL ASSOCIATIONS, CONFERENCES, ETC.

Health and Physical Education Section of the B.C. Teachers Federation (local and Provincial).

IX. PUBLICATIONS AVAILABLE.

"B. C. Schools" published quarterly and distributed to every teacher by the Department of Education. The Division of Educational Reference and School Service maintains a file of all educational publications which may be loaned to teachers and educators.

X. NEW DEVELOPMENT AND TRENDS.

1. Revision of all existing health and physical education courses.
2. Increased emphasis upon:
  - (a) Mental health.
  - (b) Safety education.
  - (c) Education concerning human reproduction.













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Gov. Doc Canada. National Health and Welfare, Dept. of  
Can Recreation, physical education, and school  
N health education in Canada. 1952.

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